For TEA Use Only		TEXAS EDUCATION AGENCY	Laredo Independent School District	240901
Adjustments and/or annotations made on this page have been confirmed with		Standard Application System (SAS)	Organization Name	County-District#
			J.C. Martin Elementary	120
			Campus Name	Campus Number
by telephone/e-mail/FAX on _____ by		School Years 2010-2013		1
			9-Digit Vendor ID#	ESC Region
of TEA.			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	☐
4	Program Requirements	X	☐
4A	Program Abstract	X	☐
4B	Program Description	X	☐
4C	Performance Assessment and Evaluation	X	☐
4D	Equitable Access and Participation	X	☐
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	☒	☐
5C	Professional and Contracted Services 6200	☒	☐
5D	Supplies and Materials 6300	☒	☐
5E	Other Operating Costs 6400	☒	☐
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	☒	☐
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	NA	☐
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
Marcus		Nelson	Superintendent of Schools

Phone	Fax	Email	(preferred)
956-795-3410	956-795-3405	mnelson@laredoisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be receiv[ed]... 3, 2010:
Texas Education Agency
William B. Travis Bldg.
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

701-10-112-326

RFA 701-10-112

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Texas Title I Priority Schools Grant

Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 ☐	**Proof of Nonprofit Status** **Required for all open-enrollment charter schools sponsored by a nonprofit organization:** **Check box to indicate that proof of nonprofit status is attached.** (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)
2 ☒	**Assurance of Financial Stability** **Required for all independent school districts, open-enrollment charter schools, and education service centers:** **Check box to indicate assurance that audit requirements have been met.** All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.
3 ☒	**Assurance of Submittal of Reviewer Information Form** **Required for all applicants:** **Check box to indicate assurance that reviewer information form will be submitted.** All applicants are required to complete the Reviewer Information Form and to submit it online by **Thursday, May 6, 2010.** (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)**	240901 County-District No.
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 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name

Laredo Independent School District

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1701 Houston St.		Laredo	TX	78040

U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
28	057570640	4A8X2	482679003019

Campus Name	County-District Campus Number
J.C. Martin Elementary	240901

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1600 Monterrey Ave		Laredo	Tx	78040

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title
Lorenia		Torres	Principal

Telephone	Fax	Email	
956-795-4020	956-795-4025	ltorres@laredoisd.org	

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1600 Monterrey Ave.		Laredo	TX	78041

Secondary Contact

First Name	Initial	Last Name	Title
Geraldo		Cruz	Director of Secondary Ed. and Federal Programs

Telephone	Fax	E-mail	
956 795 3390	956 795 3389	gcruz@laredoisd.org	

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1618 Houston St.		Laredo	TX	78040

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For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	**TEXAS EDUCATION AGENCY** Standard Application System (SAS)	240901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	**School Years 2010-2013**	_____ Amendment No.

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

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

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

☐ Schedule #1—General Information

☐ Schedule #3—Purpose of Amendment

☐ Schedule #4—Program Requirements

☐ Schedule #4A—Program Abstract

☐ Schedule #4B—Program Description

☐ Schedule #4C— Performance Assessment and Evaluation

☐ Schedule #4D—Equitable Access and Participation

☐ Schedule #5—Program Budget Summary

☐ Schedule #5B—Payroll Costs 6100

☐ Schedule #5C—Professional and Contracted Services 6200

☐ Schedule #5D—Supplies and Materials 6300

☐ Schedule #5E—Other Operating Costs 6400

☐ Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)

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.

☐	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
☐	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
☐	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)
☐	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs
☐	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials
☐	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.
☐	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than $5,000.
☐	8. Reduction of funds allotted for training costs
☐	9. Additional funds needed
☐	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval
☐	11. Other (Specify)

Part 4: Amendment Justification

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

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

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

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

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

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

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

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements
Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances

17	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. Use 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 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.
		Program Assurances

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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described

18	If the LEA/campus selects to implement the **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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements
Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described

21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the 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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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described

23	An LEA **may** also implement comprehensive instructional reform strategies, such as--
	(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
	(B) Implement a school wide "response-to-intervention" model;
	(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
	(D) Use and integrate technology-based supports and interventions as part of the instructional program; and
	(E) In secondary schools--
	  (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
	  (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
	  (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
	  (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
		Program Assurances

24	An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances

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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described

25	The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
	    (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
	    (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.
		Program Assurances

26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the <u>Transformation to Educational Excellence Model</u> 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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

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 to Educational Excellence Model, the campus assures That it will it implement the following federal requirements.
	  1. Develop and increase teacher and school leader effectiveness.
	    A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
	    B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	    C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	    D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
	      1. Takes into account data on student growth as a 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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description

10	2. Comprehensive instructional reform strategies.
	   A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	   B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	   A. Establish schedules and strategies that provide increased learning time; and
	   B. Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	   A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	   B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
	  (A)Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
	  (B)Institute a system for measuring changes in instructional practices resulting from professional development; or
	  (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

12	An LEA may also implement comprehensive instructional reform strategies, such as--
	  (A)Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
	  (B)Implement a school wide "response-to-intervention" model;
	  (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
	  (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
	  (E)In secondary schools--
	    (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
	    (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
	    (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
	    (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

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   ☒ Tier III Eligible Campus

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

☒ Option 1: LEA/campus currently engaged in aggressive reform

☐ 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).

Laredo Independent School District and J. C. Martin Elementary face many challenges that result from language and cultural differences, student mobility, poverty, new and emerging technologies, fluctuations in the economy, shifting demographics, and specific environmental forces related to the border area.

Based on the 2008-2009 Academic Excellence Indicator System (AEIS) report, provided by the Texas Education Agency, the total number of students enrolled in Laredo Independent School is 24,790; 99.5% are Hispanic; 66.0% or 16,429 enter school as Spanish dominant English Language Learners; 82.2% or 20,465 students are at-risk, and 96.5% or 24,032 are identified as economically disadvantaged.

The objective data sources used to develop the comprehensive needs assessment for this program include related literature/research, annual state standardized test scores, TEA campus report cards, and the campus star chart.
The Laredo Independent School District and J. C. Martin Elementary have chosen to participate in the Texas Title I Priority Schools Grant based on the advisory committee recommendations, comprehensive needs assessment, academic statistics, number of low income families, limited access to technology and technological support, and strong support from district administration, parents, students and staff to participate in this school improvement project.

Transformation Model Objectives:

The J. C. Martin Elementary School plans to implement the Transformation to Educational Excellence Model by implementing the following strategies:

■ Increasing teacher and school leader effectiveness;

■ Evaluation of the principal who led the school prior to commencement of the Transformation to Educational Excellence Model to determine the extent of school leadership effectiveness through a comprehensive evaluation that will determine the whether to retain or replace the current principal;

■ The campus will use rigorous, transparent, relevant and equitable evaluation instruments for teachers and principals that—

    a. Provides data on student growth as well as other factors that include multiple observation-based assessments of performance and ongoing professional practice that is reflective of student achievement and increased student academic achievement, high school graduation rates; and that are designed and developed with teacher and principal involvement;

    b. Identification and rewards system for school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates by identifying and removing those school leaders, teachers and other staff, after being provided ample opportunities to improve their

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professional practice and have not done so;

c. Provide all school leaders, teachers and other 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, and differentiated instructional strategies) that are 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;

d. Implementation of 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 attending J. C. Martin Elementary School.

Identified Instructional Reform Strategies:

The J. C. Martin Elementary School Comprehensive instructional reform strategies include a data driven analysis used to:

- Identification and implementation an instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

- Continuous use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments) to inform and differentiate instructional strategies to meet the academic needs of individual students.

- Creation of community-oriented schools.

- Establishment of schedules and strategies that provide increased learning time;

  Providing ongoing activities for family and community engagement;

- Providing operational flexibility and sustained support;

- Providing J. C. Martin Elementary 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;

- Ensure that J. C. Martin Elementary School receives ongoing, intensive technical assistance and related support from the District, Region 1, Texas Education Agency and Professional Development providers.

The J. C. Martin Elementary School will also implement other instructional and professional development strategies to develop teachers' and school leaders' effectiveness by providing:

a. Additional compensation to attract and retain staff with the skills necessary to meet the needs of the students attending J. C. Martin Elementary School.

b. Performance measures for evaluation of instructional practices resulting from professional development;

c. Ensuring J. C. Martin Elementary staff is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Additionally, J. C. Martin Elementary staff will implement the comprehensive instructional reform strategies, to include:

a. Periodic reviews to ensure the curriculum is being implemented with fidelity, and is having the intended impact on student achievement, and is modified if ineffective;

b. Implementation of a school wide "response-to-intervention" model;

c. Provide additional support 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 support and intervention as part of the instructional program;

e. Improve on student transition from middle to high school through intensive summer transition and enrichments

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programs;

   f.   Establishment of early-warning systems that identify students who may be at risk of failing, dropping-out or graduating.

The J. C. Martin Elementary staff will implement additional strategies that extend learning times and create community-oriented schools that include:

   a.   Partnerships with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies to create safe school environments that meet students' social, emotional, and health needs;

   b.   Extended day, Saturday and summer enrichment programs that allow time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

   c.   Changing the organizational culture to improve school climate and discipline, such as implementing a system of positive behavioral supports and taking proactive steps to eliminate bullying and student harassment

Identified Curriculum Needs:

Based on data disaggregation the committee and leadership team has reviewed all data sources to encapsulate their findings:

- Students need continuous feedback on their performance;
- Program success and effectiveness needs more evaluation to ensure effective leadership and instructional strategies;
- Identify students in need of remediation, acceleration and/or intervention;
- Identification of instructional models and technological tools that have shown improved student academic successes;
- Revise curriculum development strategies and professional development programs;
- Hold all district/campus personnel accountable for outcomes;
- Determine goals for increased student achievement, benchmarks for progress, and measurable outcomes;
- Provide a structured support network for each student;
- Academic support services;
- Credit recovery;
- Career and technology education;
- Individualized instruction;
- Prescriptive tutorials;
- Life skills and character education;
- Health and student support services; and
- Educational enrichment.

Assurances:

The Laredo Independent School District and J. C. Martin Elementary School 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.   Teacher Attendance Rate
   d.   Student Completion Rate
   e.   Student Drop-Out Rate
   f.   Locally developed competencies created to identify teacher strengths/weaknesses
   g.   Types of support offered to teachers
   h.   Types of on-going, job-embedded professional development for teachers
   i.   Types of on-going, job-embedded professional development for administrators
   j.   Strategies to increase parent/community involvement
   k.   Strategies which increase student learning time.

Professional Development and Curriculum Framework:

J. C. Martin Elementary School will provide teachers with the necessary resources and technology to prepare lessons and actively engage students. Lesson will follow the 5-E Model which is a researched-based approach to lesson planning and has been proven to be very successful.

According to J.D. Bransford, teachers must model and guide learning strategies so students develop a repertoire of flexible strategies learned and practiced in a community of learners where the emphasis is on learning how to learn, and not the one correct answer. They must use their expertise to do the following: Identify relevant cognitive processes and design mediated interactions that focus student attention to critical elements and encourage abstraction of principles, Create meaningful and creative repetition so students experience the same cognitive processes in different learning contexts, Develop a plan of action that addresses expected difficulties of the students with the process, Directly point out or lead students to remember relevant knowledge, Create opportunities to observe similarities and differences across diverse events/contexts, Actively enable students to experience changes in understanding, and current interactions with principles to build pre-requisite skills for future learning, Use frequent formative assessment to make students' thinking visual, Make students aware of the strategies they used, Monitor actively, including seeking and using feedback, Characterize major themes, generalized features, and strategies rather than specific solutions, Actively inquire into the students' thinking, make students aware of the strategies they used, and assist them to be aware of growth in their thinking (meta-cognitive skills). Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

The district curriculum framework (CSCOPE, a regional collaborative) and the instructional methodologies of PD 360, Ericson, Kagan, and Kaplan along with the 5e Instructional Model that address multiple intelligences and cooperative instructional strategies are all indicative of the district's commitment to student academic success.

The instructional approach using the 5e model will be implemented as part of the J. C. Martin Elementary School Transformation to Educational Excellence Model. The 5e model describes a teaching sequence that can be used for entire programs, specific units, and individual lessons. The 5E Instructional Model plays a significant role in the curriculum development process as well as the enactment of curricular materials in science classrooms. Bybee, Taylor, Gardner, Van Scotter, Powell, Westbrook, and Landes (2006).

5E – Instructional Model
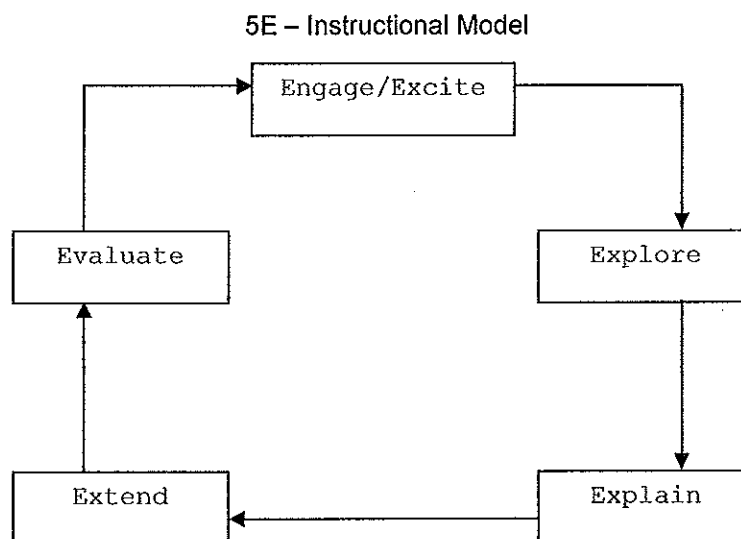
Engagement - The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.

Exploration - Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.

Explanation - The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.

Elaboration - Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.

Evaluation - The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

The professional development will allow school leaders, teachers, counselors and staff to develop initiatives regarding specific issues of instruction relevant to student academic achievement, knowledge and skills acquisition in the context designed to capture content-based knowledge, active learning styles, comprehension of content based lessons in all academic areas and targeted intervention, prescriptive small group instruction, enrichment, and parental involvement activities.

Teacher/Leader Professional Development will including the following:

1) Inclusion Workshops – for professional development and curriculum planning.
2) Academic – Seminars, workshops, trainings, and conferences.
3) Scope and Sequence/5e Model – professional development training and workshops.
4) C-SCOPE - Professional development training and workshops.
5) Integrating Virtual Learning Activities – professional development training and workshops.
6) Hands-on/Minds-on Learning Activities – professional development training and workshops.

Through continuous and planned professional development, district and campus administrators, and instructional leaders, will ensure that each teacher is highly qualified to implement and deliver the approved C-Scope curriculum using the 5E model.

The comprehensive plan is designed to engage in ongoing development and training of teachers to develop effective instructional strategies in academics to improve local benchmark and State assessment results and prepare students at the J. C. Martin Elementary school level by enhancing academic performance through effective instructional delivery and the use of research-based foundations in order to increase student academic performance in all academic areas.

The district adopted instructional model that will significantly revise the existing programs by the use of educational thematic units that include, but not limited to: (a) Integration of different educational subject areas through thematic units that present data combined with research-based knowledge and skills acquisition. (b) Implement a total support system for each student through campus leadership and supplemental courses combined with aggressive targeted interventions to specific identified areas of diverse need of the individual student. (c) Intensive prescriptive tutoring and intervention strategies will be implemented to ensure student progress by monitoring the areas of individual needs and based on individual education plans (IEP) and individual graduation plans (IGP). (d). Ultimately, affording students the maximum opportunity to attain the fundamental knowledge and skills to achieve a total well rounded education.

Identified Goals:

The goals of the J. C. Martin Elementary School will be planned and designed for the following:

a. Increase the number of students who are academically ready to meet the passing standard on local and State assessments.

b. Plan, design, and implement effective systemic programs to improve teachers' academic content knowledge and instructional effectiveness and create a deeper understanding of the instructional concepts and skills needed to prepare students for academic success.

c. Create opportunities for teachers to receive in-classroom coaching to improve instructional and Response to

Intervention (RTI) effectiveness in academic areas. As part of the program's professional development requirements, teachers will gain experience and ideas from instructional strategies in order to accomplish this goal. Professional learning opportunities with Tier I and Tier II RTI strategies and accelerated instruction will be provided during the first year of the grant.

    d.   Ensure students participate in a challenging curriculum that meets and exceeds the grade level TEKS for which the student is enrolled.

    e.   Equip school leaders to support and facilitate teachers' efforts to increase student achievement in academic areas.

    f.   Provide parents with opportunities to talk with teachers at more frequent intervals about their child's academic progress in and to engage parents in their child's academic success.

In the development and planning of transformation model activities to support the campus goals and key practices through organized team structuring we will develop a three year action plan that includes:

1) Identification and organization of a school leadership team that will provide assistance in achieving program goals and key practices through the resource based comprehensive needs assessment.

2) Planned monthly school leadership meetings in order to manage program activities the progress monitoring, planning and implementation.

3) Maintaining a portfolio for all progress monitoring documentation and communication of progress and program expectations to administrators, teachers, parents, superintendent, board members, community members, and other stakeholders.

The planning and implementation stages include a collaborative effort from all stakeholders at the campus, district and community to support the involvement and preparation of this <u>Transformation to Educational Excellence Model</u> for J. C. Martin Elementary School.

The coordination of stakeholders will require various committees to address the curriculum implementation, fiscal management, data evaluation, post-secondary awareness and readiness, and parental involvement.

District staff coordination includes the Principals, Assistant Principals, Counselors, Director for Secondary Education, Instructional Deans/ Instructional Specialists, Special Education Director/Supervisor, Director for Secondary Education, Director for Guidance and At-Risk, Response to Intervention and Section 504 Coordinator, Executive Director for Curriculum and Instruction, Executive Director Student Services, Chief Financial Officer, Director for Financial Management, Executive Director for Academic Compliance and Accountability, Superintendent of Schools, the School Board of Trustees, Community Members, Business Leaders and Parents.

In addition, a district liaison and parent liaison will participate and be a part of the school leadership team to serve as a link between the school, district, parents, and community.

J.C. Martin Elementary School Technology Utilization and Promotion:

The instructional curriculum design will provide for instructional technology usage for the purpose of implementing technologically enhanced instruction. Additionally, the technology will support professional development along with support, sustaining systemic change and promotion of school improvement strategies.

The technology will provide an advanced technological foundation that are TEKS based technology integration into classroom instruction in order to promote active instructional strategies and will allow for the curriculum and instructional strategies to utilize technology by incorporating the technology TEKS into the curriculum and instruction.

Parental/Community Involvement:

Parental involvement is crucial for the success of the program, curriculum, and overall student achievement. By building a strong partnership between the school and parents, the program will have a solid foundation for the implementation of both the grant and curriculum. Parents will take part ownership in the academic development of their own children, thus student success will become a cohesive and collaborative effort between parents, students, teachers, and school administrators.

Plans to provide quarterly meetings for parents through the guidance department to disseminate information regarding school improvement strategies and academic readiness.

Campus administrative personnel of the school will demonstrate a comprehensive plan to engage in ongoing development and training of participating teachers, parents, and community leaders to understand academic standards. In the article, Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Furthermore, the research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008)

Student Support Services:

The J. C. Martin Elementary School Transformation to Educational Excellence Model intends to provide a structured support network for the student to remove obstacles that inherently prevent the student from focusing on the academic requirements of graduation and college entry through the academic and non-academic support structure.

The structured support network will include, but not be limited to:
a) student attendance;
b) adult education and continuing education programs;
c) academic performance on standardized tests;
d) support services for student and their families;
e) non-traditional instructional strategies;
f) peer mentoring of student academic support;
g) self-paced learning;
h) character education;
i) prescriptive tutoring and instruction through flexible scheduling;
j) technology skills training;
k) counseling and health services;
l) individual education plans;
m) remediation, acceleration and intervention;

The academic support services will provide students with credit recovery enrollment, school re-enrollment opportunities, career and technology education, software enhanced learning tools, individualized instruction, prescriptive tutorials, mentorship and life skills education.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	102	77	91	107	83	72	70									602
Open-Enrollment Charter School																0
Total Students:	102	77	91	107	83	72	70	0	0	0	0	0	0	0	602

Total Instructional Staff	67
Total Support Staff	19

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

1	AEIS Report
2	Student IEP's
3	ARD minutes
4	DDA
5	Needs Assessment
6	Budget
7	Local and State Assessments
8	Attendance Rates
9	AYP Report
10	

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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.

Purpose:

The purpose of the comprehensive needs assessment is to implement instructional programs and activities that increase the academic achievement and preparation of J.C. Martin Elementary School students to meet standards and/or exceed and pass future assessments in each academic area. The objectives targeted and prescriptive intervention program will be planned and designed for the following:

- Increase teachers' content knowledge for instructional effectiveness in order to improve performance for struggling students and those at risk for failure in academic areas;

- Equip school leaders to support and facilitate teachers' efforts to increase student achievement in academic areas;

- Provide targeted and/or prescriptive intervention services to. J.C .Martin Elementary school students identified as unlikely to meet the assessment standard in future local and State assessments.

- To improve the attendance rate for Students and Faculty and Staff.

The data sources used for this comprehensive needs assessment included scientifically based research, AEIS 2008 – 2009 report, the campus comprehensive needs assessment, Campus Improvement Plans and District Improvement Plans, The districts historical and instructional data analysis report, campus demographic reports, the campus and district Star charts and the district and campus technology e-plans. In addition, the district and campus equipment, hardware and software inventory was conducted and verified in order assess each campuses current technological capacity and knowledge.

The Laredo Independent School District and J.C. Martin Elementary through its comprehensive needs assessment have been able to determine that the areas of academics, classroom instructional strategies, technology access, professional development, parental and community involvement are areas of significant concern that this school improvement project will address. The program and practices will be planned and designed for long term sustainability that this funding opportunity has made possible.

The quality of instruction is a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Our belief is that all teachers should possess the ability to reflect and acknowledge student achievement levels and accommodate their instructional delivery to ensure quality interventions for student growth. By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process.

Process:

The development of the Comprehensive Needs Assessment (CNA) is based on a five step process that establishes:

1. The purpose and outcomes for development of the CNA;
2. Establishing various committees for each area of the CNA;
3. Determining data sources to be collected and analyzed by committee in order to develop the school profile;
4. Prioritize and summarize areas of need; and
5. Link the CNA to the District/Campus improvement plan development and review process.

Step 1: The purpose and outcomes for development of the Comprehensive Needs Assessment:

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- Identify short and long-term timelines;
- Disseminate purpose and outcomes to all stakeholders;
- Involve all stakeholders throughout the process;
- Ensure all stakeholders understand the process; and
- Identify accomplishment of short and long term goals.

Step 2: Establishing various committees for each area of the Comprehensive Needs Assessment:
- Establishment of committee and school leadership team from a variety of individuals with expertise from different areas;
- Identification of staff members that will maximize impact on committee or team;
- Identify process of committee or team recruitment, selection, and replacement;
- Ensure all stakeholders understand the process and there is diversity on the committee or team in order to create synergy;
- Identify committee or team members that will lead or conduct individual teams; Ensure each leader is skilled in group leadership regarding data collection/analysis, collaboration and presentation; and
- Identification of how committee and team coordination among committees will occur.

Step 3: Determining data sources to be collected and analyzed by committee in order to develop the school profile:
- Identify data sources and types of data to be collected;
- Identify whether data is sufficient for analysis or if data will need to be reorganized and/or collection tools need to be developed;
- Identify data types that are needing to be kept confidential and FERPA is not violated; and
- Ensure that processes are followed;

Step 4: Prioritize and summarize areas of need:
- Identify strengths and needs of district/school and groups being represented;
- Review evidence that supports the identified strengths and needs;
- Identify and prioritize needs; and
- Identify district/school correlations and dissemination of data results.

Step 5: Link the Comprehensive Needs Assessment to the District/Campus improvement plan development and review process:
- What has been discovered during the process of development of the Comprehensive needs assessment?
- Are all the findings reflected in the Comprehensive Needs Assessment summary statements?
- Have the strategies and activities been addressed in the district/campus improvement plan?
- Does the Comprehensive Needs Assessment address continued and sustained development of the identified strengths?
- Does the Comprehensive Needs Assessment address strategies and activities designed to improve student outcomes?
- Does the Comprehensive Needs Assessment justify NCLB program expenditures as they correlate to the identified needs and priorities of the district/campus?

Data Disaggregation:

To understand the current district/campus outcomes as reflected in prior Comprehensive Needs Assessments and district/campus improvement plans that have reflected random improvement efforts, The committee and school leadership team has updated school improvement strategies and have identified critical success factors that are focused and clearly define strategies that improve student academic achievement through a variety of identified solutions.

The identified solutions were derived from data collection and data analysis of the following:

- Student Demographics;
- Student Special Populations;
- Student Achievement Results;
- School Culture, Climate and Safety;
- Staff Quality, Recruitment and Retention;
- Curriculum, Instruction, and Assessment;

- Family/Parent/Community Involvement;
- Health, Family, and Student Support Services;
- School Organization;
- Technology;
- Staff Development Needs; and
- State and Federal Requirements;

Use of extended learning time (e.g., double blocking) for Academics:

J.C. Martin Elementary School has identified students at risk of failure and plans to ensure extended learning times, e.g., a continuous double block format (80-100 minutes daily) taught by the same teacher. The model for extended learning time is determined by the campus and may include an additional class period with a certified teacher, individual or small-group instruction, before- and after-school programs, or Saturday programs and summer enrichment activities.

Common planning time:

J.C. Martin Elementary School will provide common planning time for teachers served under the Texas Title I Priority Schools grant to develop professional learning communities and to collaboratively plan lessons, interventions, and assessments based on a careful analysis of available data (student work, diagnostic assessments, anecdotal records, quizzes, tests, etc).

Effective supplemental resources:

J.C. Martin Elementary School will select supplemental instructional materials that challenge students with additional problem solving, higher-level thinking, hands-on/minds-on activities and performance-based assessments to enhance and engage students in learning.

Appropriate technology:

J.C. Martin Elementary School will provide teachers with supporting technology. Technology and its use must be designed to enhance student learning of the mathematics TEKS and prepare students for the Algebra EOC assessment. Technology may also be used to track student progress in mathematics over the course of the grant cycle. Some of the technological tools that will be used for the implementation of the transformation model are smart boards, calculators, promethean boards, computers, laptops, notebooks, projectors, document cameras, video conferencing and relevant instructional software.

Active, ongoing student engagement:

J.C. Martin Elementary School will provide teachers with the necessary resources and technology to prepare lessons and actively engage students. Lesson will follow the 5-E Model which is a researched-based approach to lesson planning and has been proven to be very successful.

J.C. Martin Elementary School Academic Data Analysis:

Based on the 2008-2009 Academic Excellence Indicator System (AEIS) report, provided by the Texas Education Agency, the total number of students is 602; 99.8 % are Hispanic; or 91% enter school as Spanish dominant English Language Learners; or 93.5 % students are at-risk, and or 99.9 % are identified as economically disadvantaged.

J.C. Martin Elementary School Comprehensive Needs Assessment Results:

1. Training in Reading, English, Math, Science, and Social Studies workshops
2. Staff development in current, researched-based strategies
3. Staff development in addressing special pops: LEP and Special Education Students
4. Enhancing content knowledge and instructional delivery skills in all academic areas for teachers
5. Acquiring adequate technologies for all students
6. Acquiring technology licenses/software for computers
7. Acquiring additional technology: laptops, VGA wires, smart boards, etc. for instructional delivery
8. Providing extended day activities, Saturday, and summer enrichment programs.

J.C. Martin Elementary School Teacher Experience and Certification:

Beginning years 5 (21%)
1-5 years: 8 (18%)
6-10 years 10 (23%)
11-20 years 7 (16%)
Over 20 years 15 (34%)

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Certified in Reading: 2 (5 %)
Certified in English: 1 (3%)
Certified in Math: 0 (0%)
Certified in Science: 1 (3%)
Secondary Ed: 20 (45%)
Bilingual General: 35 (78.9%)
Generalist: 41 (92%)
Special Ed: 8 (18%)
Other: 14 (32%)

J.C. Martin Elementary School Current Curriculum:

The curriculum being implemented in the Transformation of Educational Excellence Model at J. C. Martin Elementary School is C-SCOPE

J.C. Martin Elementary School Scheduling Utilized:

The schedule designed to implement the Transformation Educational Excellence Model at J. C. Martin Elementary School is traditional scheduling.

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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	Principals and Assistant Principals
2	Counselors/Nurses/Librarians/Teachers
3	Director for Secondary Education and Federal Programs
4	Instructional Deans/Instructional Specialists
5	Special Education Director/Supervisor
6	Elementary Education Director
7	Director for Guidance and At-Risk
8	Director for Staff Development
9	Response to Intervention and Section 504 Coordinator
10	Executive Director for Curriculum and Instruction
11	Executive Director for Student Services
12	Chief Financial Officer/Director for Financial Management/Director for Procurement
13	Executive Director for Academic Compliance and Accountability
14	Superintendent of Schools
15	School Board of Trustees
16	Community Members and Business Leaders
17	Parents

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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.

The Laredo Independent School District has a strong commitment and focus on academic excellence that allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population.

The implementation, design and program evaluation of the Transformation of Educational Excellence Model will provide necessary feedback to sustain and support rigorous academic standards for students; provide a mechanism of higher accountability for teachers, and a coherent sustained leadership program that fosters a synergetic educational environment that emanates academic excellence and transforms the school culture. Research has shown that a major driving force to school improvement, highly qualified teachers, and academic achievement is instructional leadership. Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004.

Monitoring of the program implementation progress will be an on-going process to solicit feedback on students' progress, fidelity to the curriculum plan and timeline, student attendance and to provide support as needed. Meetings will include teachers, campus administrator/facilitator, teacher-aides, counselor, support staff and parents. Data will be closely analyzed at the end of each benchmark period to ensure the success of every participant and to provide and maintain frequent communication between all stakeholders. Instruction will be conducted and monitored by administration conducting walk throughs, teacher collaboration, vertical team planning and grade level planning.

Social service interventions and other needs that may prevent or hinder student academic performance and success by referral to community social service programs and providers as well as communities-in-schools and other non-profit organizations on an as needed basis. Truant officers will conduct home visit to ensure daily attendance. Use of consolers to determine any needs

The Laredo Independent School District has capacity to use grant funds and other funding sources to provide adequate resources, professional development, and related services/support to the campus to implement, fully and effectively, the required activities of the school modified Transformation of Educational Excellence Model.

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

Collaborative communities of teachers will have great potential for improving teaching and learning, enhancing academic achievement, increasing academic rigor, and creating a safe school climate. Positive professional relations among teachers contribute to greater collaboration, the dissemination of effective teaching practices, and ultimately, a better learning environment for all students. Teaching staff will gain strengths in working together across disciplines to take on new ways of teaching and can engage students' high quality learning. Teachers will be capable of addressing their instructional delivery in context that will have students learn and retain more when they know why they are learning.

A comprehensive learning community experience that includes personal coaching, study groups, tutorials, extended day, Saturday, and summer enrichment, will positively affect student grades, assessment results, and attendance rates.

Parental involvement is crucial for the success of the program, curriculum, and overall student achievement. By building a strong partnership between the school and parents, the program will have a solid foundation for the implementation of both the grant and curriculum. Parents will take part ownership in the academic development of their own children, thus student success will become a cohesive and collaborative effort between parents, students, teachers, and school leaders. Plans to provide quarterly meetings for parents through the district parental involvement coordinator and local campus liaison to disseminate information regarding school improvement strategies, parenting skills, and academic readiness.

Campus administrative personnel of the school will demonstrate a comprehensive plan to engage in ongoing professional development and training of participating teachers, parents, and community leaders to understand academic standards. In the article, Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Furthermore, the research shows that the more intensely parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all age groups. (http://www.nwrel.org - retrieved on September 21, 2008)

The campus administrative personnel such as the nurse, librarian, and counselor will plan, implement, and demonstrate through non-instructional strategies and activities how students can develop as more focused individuals in the learning process.

According to the national Center for School Engagement, collaboration with the community identifies that the use of community resources and services strengthen schools, families, and student learning and development. The article, "What Research Says About Family-School-Community Partnerships" goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). In addition, the school will enter a partnership with school staff, parents of students at the school, community and business leaders, school district administration, nonprofit organizations, and the Texas Education Agency to ensure higher academic standards.

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

Part 2: Project Management Cont.

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

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.

School Leadership Team – to include all individual groups to ensure overall planning, implementation, evaluation, and compliance of the campus Transformation of Educational Excellence Model.

Campus Principals, Assistant Principals, Counselors, Coordinators, and Instructional Support Staff - to ensure the day to day running of the campus, that instruction is being conducted in a effective manor to ensure all students are learning and to provide needed support for all staff members.

Librarians /Counselors/Nurses – Provide services regarding educational, social, emotional, and health services which indirectly effect student learning.

Executive Director for Curriculum and Instruction – Program planning, implementation and formative and summative program evaluation.

Executive Director for Academic Accountability and Compliance - Program planning, implementation and formative, summative program evaluation, program compliance and academic accountability.

Executive Director for Student Services – Provide services to parents and students regarding attendance, discipline, educational, social, emotional, and health services.

Deans/Instructional Specialists - Program planning, implementation and formative and summative program evaluation, Benchmark testing, assessment results, planning of professional development sessions, budget, procurement, and overall program evaluation. Gather campus data from teachers, students and parents, correspond via e-mails, phone, memo's and conduct meetings as needed to ensure program compliance.

Special Education Director/Supervisor /Coordinator – Provide services to parents and students regarding Special Education Programs, attendance, discipline, educational, social, emotional, and physical and mental health services. Provide referrals for students and parents to community based organizations that provide family services. Provides structured development of ARD's and meetings with school leaders, instructional staff, parents, and students.

Director for Guidance and At-Risk – Provide services to counselors, parents and students regarding educational, social, emotional, and physical and mental health services.

Director for Staff Development – Professional Development planning and implementation based on the Transformation to Educational Excellence Model requirements, instructional based content specific strategies, evaluation, and compliance.

Response to Intervention and Section 504 Coordinator – Provide services to parents and students regarding dyslexia, attendance, discipline, educational, social, emotional, and physical and mental health services. Provides structured development of ARD's and meetings with school leaders, instructional staff, parents, and students.

Chief Financial Officer/Director for Financial Management – Budgetary Compliance.

Procurement Director – Procurement Compliance.

Teachers – Program planning, assessment participation, student tracking, implementation of instructional planning, content delivery, classroom management and procedures, participating in professional development and technology integration.

Superintendent of Schools, School Board of Trustees, Community Members and Business Leaders - Procurement Compliance, Academic Accountability and Fiscal Accountability.

Parents – Academic Accountability active participation in student's learning.

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

The district central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the school improvement intervention. Coordination of federal, state, and private funds will be ensured during the implementation process. Funds will be used to supplement not supplant current services and increase the level of services provided.

State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness.

Funds will be used to supplement according to the needs of the campus not supplant current services and increase the level of services provided by the transformation model goals and objectives. Funds will be used to enhance academic content, instructional delivery methods and teacher content knowledge and instructional delivery methods.

The funds will be expended on programs that support the school improvement strategies of the transformation model to enhance teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, and student postsecondary readiness as per the Texas High School Completion and Success Initiative.

District staff coordination includes the Principals, Assistant Principals, Counselors, Director for Elementary Education, Instructional Deans/ Instructional Specialists, Special Education Director/Supervisor/Coordinator, Director for Guidance and At-Risk, Response to Intervention and Section 504 Coordinator, Executive Director for Curriculum and Instruction, Executive Director Student Services, Chief Financial Officer, Director for Financial Management, Executive Director for Academic Compliance and Accountability, Superintendent of Schools, the School Board of Trustees, Community Members, Business Leaders and Parents will ensure these funds are used exclusively on the required resources and materials needed to effectively carry out the TEKS driven curriculum's hands-on activities. They will have an in-depth understanding and will be well versed in the Texas Title I Priority School Grant fiscal guidelines and requirements. All materials will be purchased following a structured plan of approval at the campus and district levels. Campus administrative personnel of the school will demonstrate the responsible use of the funds to achieve school improvement.

Program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds.

The Laredo Independent School District is committed to sustain the transformation model strategies beyond the program completion date in order to ensure the continued enhancement of student academic achievement.

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

Part 2: Project Management Cont.
Section A: LEA (District) Capacity Responses are limited to *one page each,* front side only, with a font size no smaller than 9 point (Arial or Verdana).
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

The Principal (Project Manager) qualifications are as follows:

- Certification in Educational Administration.

- Coordinates, reviews, develops, and revises instructional programs and related curriculum and materials.

- Evaluates findings including student achievement to examine the effectiveness and use of instructional materials.

- Collaborates professional development, disseminates information regarding current research-based instructional delivery and developments, observe classroom instructional methods to facilitate academic improvement and innovation.

- Compiles and maintains reports, records, contract management, and compliance.

- Ensure that all at-risk students are engaged as an intricate part the transformation model program.

- Ensure that school staff and teachers comply with state, district and program guidelines.

- Developed/revised roles and responsibilities to ensure compliance with Texas Education Agency standards.

- Implement District P16 strategies and Coordinated Professional Development.

- Work with School Leaders on issues relating to Student Services and Academic Achievement.

- Program Coordination and Planning while engaging in Professional Development sessions, Student Tutoring, Mentoring, Advisement and Enrichment.

- Ensure that all participants are provided prescriptive and differentiated academic support.

- Provide for Communication amongst coordinator, parents and district personnel.

- Provide progress reporting.

- Provide pre and post assessments and make recommendations for grade level placement of students.

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

The district has established a strong working relationship with school leadership teams to develop a stronger partnership and provide teachers professional development opportunities to enhance content knowledge, support the improvement of teachers' content knowledge and instructional expertise, place stronger emphasis on improving academic teachers' abilities to increase at-risk student performance in all academic areas, provide rigorous and engaging professional development program that redesigns structural and collaborative practices for teachers, develop the skills and knowledge of school leaders in the area of instruction, and Provide models of excellence in coaching teachers in instructional delivery to improve their knowledge and expertise.

The transformation strategies needed to address the comprehensive needs assessment performed by the district and campus along with the estimated budget provides a cost per student estimate for the entirety of the three year grant period as part of this application.

The Transformation to Educational Excellence Model services identified in the comprehensive needs assessment are as follows:

1) Instructional Knowledge, Planning and the use of Extended Learning Time
2) Instructional Delivery of Content and Common Planning
3) Differentiated Instruction Identified by Individual Student Need by providing effective use of supplemental resources.
4) Classroom Management and Procedures
5) Assistive Technology Usage and Technology Integration
6) Academic Enrichment Activities that promote active on-going student engagement
7) Professional Development
8) Parental and Community Involvement
9) Vertical planning and prescriptive tutorials

Furthermore, a key practice in continuous school improvement will include a system of support where effective team planning, data-driven decision-making, evaluation, and analysis of programs will highlight and impact an individualized graduation plan (IGP) that encompasses a cross-discipline mixture of academic and elective courses designed to empower all students to take responsibility for their personal and educational development early in life.

An immediate evaluation of the Transformation to Educational Excellence Model and goal setting will address:

- An increase in the student's academic performance and preparation for middle school.
- An increase in the grade level completion rates by addressing the academic performance of students;
- An increase in students' and their families' knowledge of school improvement and school choice options, preparation, and services;
- An expectation to improve the counselor's knowledge and outreach competencies;
- An intensive outreach in response to student intervention by teachers, counselors, administrators, and parents for students in need of additional services and accommodations;
- A sustainable long-term transformation model that will support partnerships between teachers, students and parents;
- Administrators, teachers and counselors will work closely with students and parents regarding prescriptive tutorials for students struggling academically while helping the students in issues regarding their psychological, emotional, and social development through structured intervention strategies.

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

Part 2: Project Management Cont.

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

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

Program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds.

State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness.

The district central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the school improvement. Coordination of federal, state, and private funds will be ensured during the grant negotiation process. Funds will be used to supplement not supplant current services and increase the level of services provided.

Funds will be used to supplement not supplant current services and increase the level of services provided. Funds will be used to enhance teacher content knowledge, instructional content and instructional delivery methods.

The funds will be expended on Transformation to Educational Excellence Model strategies to support the improvement of teacher classroom preparedness, instructional delivery and content competency, improve at-risk student academic achievement on State assessments, and improve student attendance rates.

The program also addresses the provisions in the district's P-16 strategic plan.

The program will sustain strategies beyond the grant program by providing a seamless professional development environment for teachers by implementing a comprehensive program whereby advanced technological tools are applied and integrated into the planning and development of the curriculum, thus improving teaching strategies and student State assessment results by 10% in all academic areas.

The district will also hold inclusive workshops whereby teachers will share what they have learned through the program by providing additional professional development opportunities to non- participants and new teachers.

Laredo Independent School District is committed to continue to collaborate with community partners and providing continued additional professional development and instructional services beyond the grant program in order to continue to provide opportunities to achieve program objectives and district goals.

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

Part 2: Project Management Cont.

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

External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

Laredo Independent School District will recruit external providers primarily to provide professional development to all campus administration, instructional staff, and non-instructional staff. The screening process will be decided based on our local procurement procedures regarding contracted services. The selection of external providers will be determined based on the campus comprehensive needs assessment.

Laredo Independent School District will work with our Regional Education Service (Region 1). Our Regional Educational Service Center will provide necessary staff development as needed using the recommended campus comprehensive needs assessment results.

In addition, the funding sources available will provide Supplementary Education Services for students identified in need of additional remediation, acceleration and tutoring.

Other service providers may be selected to serve our students, teachers, and parents depending on the types of services needed to support the J.C. Martin Elementary Transformation to Educational Excellence Model implementation.

Additional services could include, but not be limited to social and health services, family services, student support services and/or students with disabilities services.

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

Part 2: Project Management Cont.
Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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.

The Laredo Independent School District in continued support of the campus Transformation to Educational Excellence Model may consider site visits to other campuses that have implemented a model similar to this proposal.

The locations will be decided based upon the comparable comparison reports provided by the Texas Education Agency. This report allows Laredo ISD to examine campuses with similar characteristics to be considered for site visitations.

When conducting site visits the school leadership teams will examine several factors that include:

- A review of comprehensive instructional reform strategies the campus adopted;

- Identification of instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

- Continuous use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments) to inform and differentiate instructional strategies to meet the academic needs of individual students.

- Review of community-oriented schools that include extended day, Saturday and summer enrichment programs that allow time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

- A review of class schedules and strategies that provide increased learning time;

- Review and observation of ongoing activities for family and community engagement;

- Review of operational flexibility and sustained support;

- Review of technical assistance and related support from the District, ESC's, Texas Education Agency and Professional Development providers.

- Review of compensation programs that attract and retain staff with the skills necessary to meet the needs of the students attending;

- Review of performance measures for evaluation of instructional practices resulting from professional development;

- Review of implementation of a school wide "response-to-intervention" model;

- Review of support and professional development to teachers and principals in order to evaluate 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;

- Review uses and integrated technology-based support and intervention as part of the instructional program;

- Review the establishment of early-warning systems that identify students who may be at risk of failing, dropping-out or graduating;

- Review the organizational culture and how it has improved school climate and discipline, such as implementing a system of positive behavioral supports and taking proactive steps to eliminate bullying and student harassment.

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

Part 2: Project Management Cont.

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

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.

The Laredo Independent School District lacks capacity to serve a Tier I school due to the fact that all campuses eligible for this grant opportunity are Tier III campuses.

Since, Laredo Independent School District does not have any Tier I schools it lacks capacity to service such a campus within its district's boundaries.

If indeed Laredo Independent School District had any Tier I campuses they would have included these campus as priority campuses to provide services.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* 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.

☐ Turnaround

☐ Closure

☐ Restart

☐ Transformation

☒ Tier III Modified Transformation

☐ TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center

☒ Supplemental Education Services (SES) incorporated into the intervention model

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.

☒ The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

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).

The Laredo Independent School District and J.C. Martin Elementary School will follow the Tier III Modified Transformation Model that aligns to our district and campus needs.

The Tier III Modified Transformation Model provides the district and campus the flexibility to implement a solid foundational intervention strategy that is based on the comprehensive needs assessment as it pertains to school improvement strategies.

The Tier III Modified Transformation Model was decided upon after the district's first initial meeting with J.C. Martin Elementary School on April 26, 2010 and based on the campus comprehensive needs assessment findings.

The delineated timeline for the Tier III Modified Transformation Model and steps that the district and J.C. Martin Elementary School has chosen to implement are as follows:

1. A comprehensive meeting with School Leadership to explain the purpose of the Texas Title I Priority Schools Grant Program (April 2010);
2. Meeting with School Leadership to develop the campus comprehensive needs assessment (April 2010);
3. Begin development of comprehensive needs assessment (April 2010);
4. Begin grant application development in order to meet TEA submission deadline (May 2010)
5. Meet with School Leadership Team to work on grant application based on comprehensive needs assessment and selected intervention model (May 2010);
6. Finalize grant application for submission (May 2010);
7. Begin planning and preparations to implement selected intervention model (June 2010 – August 2010);
8. Begin Implementation of Tier III Modified Transformation Model (September 2010):
   - Campus Principal summative evaluation;
   - Implement instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
   - Establishment of schedules and strategies that provide increased learning time;
9. Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments) to inform and differentiate instructional strategies to meet the academic needs of individual students (October 2010);
10. Begin establishing and/or creating community-oriented and ongoing activities for family and community engagement (October 2010);
11. Establishment of planned operational flexibility and sustained support (October 2010);
12. Ensure that J.C. Martin School receives ongoing, intensive technical assistance and related support from the District, Region 1, Texas Education Agency and Professional Development providers (October 2010 – June 2013);

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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).

13. Review of the identified the Critical Success Factor (s) including all campus activities, and supporting research that indicates the activities will be effective (October 2010 – June 2013);

14. Begin Academic Performance reviews, including (but not limited to) Reading/ELA and Math benchmarks (November 2010);

15. Begin enhanced data-driven instruction based on district approved instructional model (September 2010);

16. Continue with curriculum alignment (both horizontal and vertical) and instructional strategies for increased learning times (September 2010);

17. On-going monitoring of instruction, lesson plans, technology integration, and academic enrichment (October 2010 – May 2013);

18. Increase use of quality data to drive instruction based on local assessment data and State assessment results (November 2010 – May 2013);

19. Provide professional development workshop on data disaggregation and training using data-driven decision models (November 2010 – May 2013);

20. Continued on-going communication with all stakeholders (April 2010 – June 2013);

21. Increase leadership effectiveness through on-going job embedded professional development (August 2010 – May 2013);

22. Ensure operational flexibility plan is being implemented and utilized as identified in the campus comprehensive needs assessment (September 2010 – May 2013);

23. Increase parent/community involvement meetings for input, effective communication, activities and accessible community services (September 2010 – May 2013);

24. Improve school climate through increased student attendance, decreased discipline referrals, and increased student involvement in extra/co-curricular activities (September 2010 – May 2013);

25. Increase teacher quality through locally developed appraisal instruments, on-going professional development, and recruitment/retention strategies (August 2010 – June 2013).

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Schedule #4B—Program Description

Part 3: Intervention Model

Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

1	Principals and Assistant Principals
2	Teachers/Counselors/Nurses/Librarians/Support Staff
3	Director for Secondary Education and Federal Programs
4	Instructional Deans/Instructional Specialists
5	Special Education Director/Supervisor/Coordinator
6	Elementary Education Director
7	Director for Guidance and At-Risk
8	Director for Staff Development
9	Response to Intervention and Section 504 Coordinator
10	Executive Director for Curriculum and Instruction

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Schedule #4B—Program Description

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.

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
    A. Data-driven Instruction
    B. Curriculum Alignment (both horizontal and vertical)
    C. On-going Monitoring of Instruction
2 – Increase the Use of Quality Data to Drive Instruction
    A. Data Disaggregation/Training
    B. Data-driven Decisions
    C. On-going Communication
3 – Increase Leadership Effectiveness
    A. On-going Job Embedded Professional Development
    B. Operational Flexibility
    C. Resource/Data Utilization
4 – Increase Learning Time
    A. Flexible Scheduling
    B. Instructionally-focused Calendar
    C. Staff Collaborative Planning
5 – Increase Parent/Community Involvement
    A. Increased Opportunities for Input
    B. Effective Communication
    C. Accessible Community Services
6 – Improve School Climate
    A. Increased Attendance
    B. Decreased Discipline Referrals
    C. Increased Involvement in Extra/Co-Curricular Activities
7 – Increase Teacher Quality
    A. Locally Developed Appraisal Instruments
    B. On-going Job Embedded Professional Development
    C. Recruitment/Retention Strategies

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA, Science and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Improve Academic Performance – Curriculum Alignment	Improve Student Achievement in Reading/ELA through such as: Additional instructional learning time. Incorporate differentiated instructional strategies Incorporate ELL strategies (use of pictures) Early identification and intervention for at-risk students Address pre-literacy skills	Historical data reflects consistently low scores on state and local assessments as compared to State averages.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Dimmock, C. & Walker, A (2005). *Educational Leadership: Culture and diversity.* London: Sage Publications. Erickson, L. (2010). Conceptual Designs for Curriculum and Higher-Order Instruction. In R.	October 1, 2010	June 30, 2013

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			Marzano (Ed) *On Excellence in Teaching.* Bloomington, In: Solution Tree Press, 169-192.		
			Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.		
			Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Improve Student Achievement in Mathematics such as Additional instructional learning time. Incorporate differentiated instructional strategies Incorporate ELL strategies (use of pictures) Development of academic vocabulary (use of pictures) Early identification and intervention for at-risk students Incorporate hands on activities Address problem solving strategies in all grade levels Mastery of basic	Historical data reflects consistently low scores on State and local assessments as compared to State averages.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.	October 1, 2010	June 30, 2013

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	computation in all grade levels		Dimmock, C. & Walker, A (2005). *Educational Leadership: Culture and diversity.* London: Sage Publications. Erickson, L. (2010). Conceptual Designs for Curriculum and Higher-Order Instruction. In R. Marzano (Ed) *On Excellence in Teaching.* Bloomington, In: Solution Tree Press, 169-192. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Improve Student Achievement in Science such as Additional instructional learning time. Incorporate differentiated instructional strategies Incorporate ELL strategies Early identification and intervention for at-risk students Incorporate hands on activities	Historical data reflects consistently low scores on State and local assessments as compared to State averages.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for	October 1, 2010	June 30, 2013

	Address problem solving strategies in all grade levels Development of academic vocabulary		Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Dimmock, C. & Walker, A (2005). *Educational Leadership: Culture and diversity*. London: Sage Publications. Erickson, L. (2010). Conceptual Designs for Curriculum and Higher-Order Instruction. In R. Marzano (Ed) *On Excellence in Teaching.* Bloomington, In: Solution Tree Press, 169-192. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Improve Student Achievement in Social Studies Incorporate differentiated instructional strategies Incorporate ELL strategies	Historical data reflects consistently low scores on State and local assessments as compared to State averages.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced	October 1, 2010	June 30, 2013

	Incorporate non-fictional literature in to the curriculum Development of academic vocabulary		course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Dimmock, C. & Walker, A (2005). *Educational Leadership: Culture and diversity*. London: Sage Publications. Erickson, L. (2010). Conceptual Designs for Curriculum and Higher-Order Instruction. In R. Marzano (Ed) *On Excellence in Teaching.* Bloomington, In: Solution Tree Press, 169-192. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed)*. Alexandria, VA: Association for Supervision and Curriculum Development.		

| Improve Academic Performance – Data Driven Instruction | Improve Student Achievement through prescriptive remediation, reinforcement, acceleration, and enrichment activities

Extended day, Saturday tutorials, UIL activities, Music, Choir, Extracurricular activates, Library Club, Science Club, Technology Club, and Chess Club | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Bernhardt, V. (1998). *Data analysis for comprehensive schoolwide improvement.* Larchmont, NY: Eye On Education, Inc.

Bernhardt. V. (2006). Using data to improve student learning in school districts. Larchmont, NY: Eye On Education, Inc.

Marsh, J.A,, Pane, J. F., & Hamilton, L.S. (2006). Making sense of data-driven decision making in education.

Partnership of 21st Century,. (2008). 21st century skills, education & competitiveness. Retrieved April 1, 2010 Serim, Ferdi. (2002). No more flying blind: using data driven decision-making to guide student | October 1, 2010 | June 30, 2013 |

			learning. Retrieved April 1, 2010.		
Improve School Climate – Increased Attendance	Improve Student Attendance Rates through: Incentives program Educational Trips Home visits Daily calls to parents Development and implementation of a truancy intervention plan Assign volunteers to assist in promoting school attendance Recruit community mentors Provide after-school recreational or educational activities	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals*. Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.	Sept 1, 2010	June 30, 2013
Improve School Climate – Decreased Discipline Referrals	Improve Student Social and emotional adaptive skills through: Peer mediation Incentives recognition program Collaborate with community centers and programs Implementation of CHAMPS frames work. Classroom management professional training for all staff.	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful*	Sept 1, 2010	June 30, 2013

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			professional development for teachers and principals. Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development Senge, P. et. Al. (1994) The fifth discipline fieldbook: Strategies and tools for building a learning organization. New York: Doubleday/Currency.		
Improve School Climate – Decreased Discipline Referrals	Instill and Reinforce Student School Attachment and Engagement Collaborate with community centers and programs	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development	Sept 1, 2010	June 30, 2013

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			Senge, P. et. Al. (1994) The fifth discipline fieldbook: Strategies and tools for building a learning organization. New York: Doubleday/Currency.		
Improve School Climate – Increased Involvement in Extra/Co-Curricular Activities	Provide and promote instruction in Student Leadership Development through various academic clubs and extracurricular activities.	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. Student Leadership Development has not been promoted to the extent of engaging students in ownership, character education, and social skills/behavior.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). What works in schools: Translating research into action. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). Designing powerful professional development for teachers and principals. Oxford, OH: National Staff Development Council. Williams, B. (2003). Closing the achievement gap: A vision for changing beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.	Sept 1, 2010	June 30, 2013
Improve Academic Performance – Data Driven Instruction	Provide Small Group Prescriptive Instruction including Academic Counseling by use of teacher referrals and assessment data	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing	October 1, 2010	June 30, 2013

| | | | schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development | | |
|---|---|---|---|---|---|
| Increase Parent/Community Involvement – Increased Opportunities for Input/Effective Communication | Increase Parental Involvement and Participation | Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. | Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.

The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008) Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff | August 1, 2010 | June 30, 2013 |

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			Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increased Learning Time – Flexible Scheduling	Implement Extended Day, Saturday and Summer Enrichment Activities	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing*	October 1, 2010	June 30, 2013

			beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Provide Seminars and Educational Trips to Engage Students in Hands-on/Minds-on Activities	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. In addition, students do not have many opportunities to explore beyond their own community to get a global perspective or enculturation of diverse community interactions.	North Central Regional Educational Laboratory (NCREL). (2003). *Critical issue:Providing hands-On, minds-on, and authentic learning experiences in science.* Retrieved March 10, 2006, from http://www.ncrel.org/ Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development	October 1, 2010	June 30, 2013
Improve Academic Performance – Data Driven Instruction	Provide Students with Advanced Technologies through use of software, hardware, computer labs, classroom net books.	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Advanced Technological tools engage students and challenge their ability to become skilled learners. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. In addition, there is a need to provide students opportunities to receive services that provide	National Center for Research and Evaluation, Standards, and Student Testing, University of California, O'Neil, H. F. (2003). What Works in Distance Learning (Report to the Office of Naval Research). University of Southern California, Rossier School of Education; and National Standards for Quality Online Teaching. North American Council for Online Learning; Ascough, R.S. (2002). Designing for online distance education: Putting pedagogy before technology. Teaching	August 1, 2010	June 30, 2013

		them with intervention, remediation, acceleration and/or credit recovery.	Theology and Religion, 5(1), 17-29. Texas A&M International University; Roberts, J. Scott (2001) "Potential Users' and Users' Behavioral Intentions Toward the Adoption of Information Technology, Thesis Publication.		
Improve Academic Performance – Curriculum Alignment	Decrease the number of students in need of remediation and developmental interventions Insure mastery of DAP skills within the lower grades PK – 2nd Additional instructional learning time. Incorporate differentiated instructional strategies Incorporate ELL strategies (use of pictures) Development of academic vocabulary (use of pictures) Early identification and intervention for at-risk students Incorporate hands on activities Address problem solving strategies in all grade levels Mastery of basic skills in all grade levels	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery without placement of students in these remediation and intervention programs because they have difficulties with academic content.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement*	October 1, 2010	June 30, 2013

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			gap: A vision for changing beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Increase the number of students promoted to the next grade level

Additional instructional learning time.

Incorporate differentiated instructional strategies

Incorporate ELL strategies (use of pictures)

Development of academic vocabulary (use of pictures)

Early identification and intervention for at-risk students

Incorporate hands on activities

Address problem solving strategies in all grade levels

Mastery of basic skills all grade levels | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.

In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery without placement of students in these remediation and intervention programs because they have difficulties with academic content.

A more rigorous academic immersion will challenge students to become inquiry-based learners. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.
Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and | October 1, 2010 | June 30, 2013 |

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			Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication	Number of Students served by the program, disaggregated by grade level	Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.

In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery without placement of students in these remediation and intervention programs because they have difficulties with academic content.

A more rigorous academic immersion will challenge students to become inquiry-based learners.

All students will participate in the modified transformation model implementation as actively engaged owners instilling pride and desire to succeed academically. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | October 1, 2010 | June 30, 2013 |

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| Improve Academic Performance – Data Driven Instruction | Decrease number and percent of students that score below grade level in Mathematics, Reading, ELA, Social Studies, and Science

Additional instructional learning time.

Incorporate differentiated instructional strategies

Incorporate ELL strategies (use of pictures)

Development of academic vocabulary (use of pictures)

Early identification and intervention for at-risk students

Incorporate hands on activities

Address problem solving strategies in all grade levels

Mastery of basic computation in all grade levels | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery without placement of students in these remediation and intervention programs because they have difficulties with academic content. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2ⁿᵈ ed).* Alexandria, VA: Association for Supervision and Curriculum Development. | October 1, 2010 | June 30, 2013 |
| Increase the Use of Quality data to Drive | Increase the number and percent of students demonstrating | Historical data reflects consistently low scores on State and local assessments as compared | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded | October 1, 2010 | June 30, 2013 |

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Instruction – Data-Driven Decisions/On-going Communication	proficiency in enrichment, remediation, reinforcement and acceleration Additional instructional learning time. Incorporate differentiated instructional strategies Incorporate ELL strategies (use of pictures) Development of academic vocabulary (use of pictures) Early identification and intervention for at-risk students Incorporate hands on activities Address problem solving strategies in all grade levels Mastery of basic computation in all grade levels	to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. In addition, there is a need to provide students opportunities to receive services that provide them with intervention, remediation, acceleration and/or credit recovery without placement of students in these remediation and intervention programs because they have difficulties with academic content. A more rigorous academic immersion will challenge students to become inquiry-based learners. All students will participate in the Transformation to Educational Excellence Model implementation as actively engaged owners instilling pride and desire to succeed academically.	Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		

Add additional pages as needed.

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description
Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.)
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Evaluate Program effectiveness by compiling and analyzing program data	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and*	January 3, 2010	June 30, 2013

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| | | | *principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
|---|---|---|---|---|---|
| Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training | Disaggregate District benchmark results and disseminate data to all stakeholders in a timely manner | Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement.

Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning.

Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. | Nov 4, 2010 | June 30, 2013 |

			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Program monitoring, compliance with budgets, and grant guidelines	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to	August 1, 2010	June 30, 2013

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		Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Program reporting as required per grant requirements	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods. Evaluation and training on budgets, program evaluation and	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.	February 1, 2011	June 30, 2013

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			monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership effectiveness – Operational Flexibility/Resource data Utilization	Classroom performance evaluation Benchmarks Pre- Mid- and End of year assessments.	Historically data-driven decision making, communication, operational flexibility, resource allocation and seem less disaggregation have not provided quality outcomes to school improvement or leadership effectiveness. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods. Evaluation and training on budgets, program evaluation and	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into*	Sept 1, 2010	June 30, 2013

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		monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	*action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Student academic services evaluation Benchmarks Pre- Mid- and End of year assessments	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.	October 1, 2010	June 30, 2013

| | | | Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

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Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
| Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training | Student support services evaluation | Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement.

Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning.

Data-driven | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, | October 1, 2010 | June 30, 2013 |

		decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership effectiveness – Operational Flexibility/Resource data Utilization/On-Going Job Embedded Professional development	Principal/School leadership evaluation through observation based assessment of performance	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.	October 1, 2010	June 30, 2013

		feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.	Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals*. Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Evaluation of professional development training/activities implementation.	Historically data-driven decision making, communication, and seem less disaggregation have not provided quality outcomes to school improvement. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to	October 1, 2010	June 30, 2013

| | | identification for additional support services.

Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.

More Professional Development sessions are needed to provide effective leadership training/activities and more comprehensive educational administration decision making. | dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
|---|---|---|---|---|---|
| Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training | Research based instructional strategies implementation evaluation measures | Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies.

Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies.

Data-driven decisions require real-time data feedback in order to make immediate | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. | October 1, 2010 | June 30, 2013 |

| | | decisions regarding instructional methods and student identification for additional support services.

Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.

More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making. | Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

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| Add additional pages as needed. | | | | | |

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

Part 3: Intervention Model

Section D: 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
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Equip school leaders to support and facilitate teachers' efforts to increase student achievement in Mathematics, Reading/ELA, Writing, Social Studies, and science.	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007 Kohn, B & Nance, B. (2007). Principals who learn: Asking the right questions, seeking the best solutions. Alexandria, VA: ASCD Lambert, L. (1998). Building leadership capacity in schools. Alexandria, VA: ASCD. Marzano, R.J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: ASCD. Maxwell, J.C. (1995). Developing the leaders around you. Nashville, TN: INJOY, Inc. Segiovanni, T.J. (2003),The Principalship: A reflective perspective. Needham Heights MA: Allyn & Bacon.	August 1, 2010	June 30, 2013

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		needed to make sound informed decisions. More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.	Whitaker. T. (2003) What great principals do differently: Fifteen things that matter most. Larchmont, NY: Eye on Education, Inc.		
Increase Leadership effectiveness – Operational Flexibility/Resource data Utilization/On-Going Job Embedded Professional development	Increase the number of teachers and administrators receiving training, professional development, and materials that significantly improve instruction: increase the frequency of professional development provided	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Kohn, B & Nance, B. (2007). Principals who learn: Asking the right questions; seeking the best solutions. Alexandria, VA: ASCD Lambert, L. (1998). Building leadership capacity in schools. Alexandria, VA: ASCD. Marzano, R.J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: ASCD. Maxwell, J.C. (1995). Developing the leaders around you. Nashville, TN: INJOY, Inc. Segiovanni, T.J. (2003),The Principalship: A reflective perspective. Needham Heights MA: Allyn & Bacon. Whitaker. T. (2003) What great principals do differently: Fifteen things	August 1, 2010	June 30, 2013

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		More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.	that matter most. Larchmont, NY: Eye on Education, Inc.		·
Increase Leadership effectiveness – Operational Flexibility/Resource data Utilization/On-Going Job Embedded Professional development	Design activities to include Innovative and/or Interdisciplinary Approaches to program Content	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Kohn, B & Nance, B. (2007). Principals who learn: Asking the right questions, seeking the best solutions. Alexandria, VA: ASCD Lambert, L. (1998). Building leadership capacity in schools. Alexandria, VA: ASCD. Marzano, R.J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: ASCD. Maxwell, J.C. (1995). Developing the leaders around you. Nashville, TN: INJOY, Inc. Segiovanni, T.J. (2003),The Principalship: A reflective perspective. Needham Heights MA: Allyn & Bacon. Whitaker. T. (2003) What great principals do differently: Fifteen things that matter most. Larchmont, NY: Eye on Education, Inc.	August 1, 2010	June 30, 2013

		Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.			
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Evaluation of professional development training/activities	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies.

Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies.

Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services.

Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions.

More Professional Development sessions are needed to provide effective | Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

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Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: | August 1, 2010 | June 30, 2013 |

		leadership training and more comprehensive educational administration decision making.	National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership effectiveness – Operational Flexibility/Resource data Utilization/On-Going Job Embedded Professional development	Principal/School leadership evaluation through observation based assessment of performance	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional Development	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003).	August 1, 2010	June 30, 2013

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		sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.	*Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Research based instructional strategies evaluation measures	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional Development sessions are needed to provide effective leadership training	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd	August 1, 2010	June 30, 2013

		and more comprehensive educational administration decision making.	ed). Alexandria, VA: Association for Supervision and Curriculum Development.		·
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Evaluation of operational flexibility	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and	August 1, 2010	June 30, 2013

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		administration decision making.	Curriculum Development.		
Increase the Use of Quality data to Drive Instruction – Data-Driven Decisions/On-going Communication/Data Disaggregation/training	Performance measures for evaluation of instructional practices	Historically data-driven decision making, communication, research based instructional strategies, instructional evaluation and seem less disaggregation have not provided quality outcomes to school improvement strategies. Quantifiable and qualitative data sources and analysis need to become vertically and horizontally tied to leadership and learning using research based strategies. Data-driven decisions require real-time data feedback in order to make immediate decisions regarding instructional methods and student identification for additional support services. Evaluation and training on budgets, program evaluation and monitoring, compliance with grant guidelines and data quality is needed to make sound informed decisions. More Professional Development sessions are needed to provide effective leadership training and more comprehensive educational administration decision making.	Leithwood, Kenneth et al, "How Leadership Influences Student Learning." Wallance foundation, 2004. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.	August 1, 2010	June 30, 2013

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Improve Academic Performance – Data Driven Instruction	Provide Small Group Prescriptive Differentiated Instruction including Academic Counseling	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003).	Sept 1, 2010	June 30, 2013

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			Closing the achievement gap: A vision for changing beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		.
Improve Academic Performance – Curriculum Alignment	Provide presentations and Educational Trips to Engage Students in Hands-on/Minds-on Activities such as but not limited to NASA, Natural Bridge Caverns, Imaginarium, Rio Grande Study Center, Texas State Aquarium, King Ranch, Planetarium	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	North Central Regional Educational Laboratory (NCREL). (2003). *Critical issue:Providing hands-On, minds-on, and authentic learning experiences in science.* Retrieved March 10, 2006, from http://www.ncrel.org/ Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.	Sept 1, 2010	June 30, 2013

| Increased Learning Time – Flexible Scheduling | Implement Extended Day, Saturday and Summer Enrichment Activities | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. | Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | Sept 1, 2010 | June 30, 2013 |
| Improve Academic Performance – Data Driven Instruction | Provide Students with Advanced Technologies through instructional technology integration

Use of hardware such as netbooks, digital cameras, Video Cameras, Color printers, scanners, | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in | What works in Distance Learning: Instructional Strategies, Strategies Based on Providing Learner Control of Instructional navigation, National Center for Research and Evaluation, Standards, and Student Testing, University of California, O'Neil, H. F. | Sept 1, 2010 | June 30, 2013 |

	speakers for presentation laptop, desktop for teacher. Use of instructional software that allows for integration such as kidpix, kidsperation ,	achievement, attendance, and social behavior.	(2003). What Works in Distance Learning (Report to the Office of Naval Research). University of Southern California, Rossier School of Education; and National Standards for Quality Online Teaching. North American Council for Online Learning; Ascough, R.S. (2002). Designing for online distance education: Putting pedagogy before technology. Teaching Theology and Religion, 5(1), 17-29. Texas A&M International University; Roberts, J. Scott (2001) "Potential Users' and Users' Behavioral Intentions Toward the Adoption of Information Technology, Thesis Publication. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.	. .	

			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.		
Increased Learning Time – Flexible Scheduling	Provide increased learning time through scheduling and instructional strategies	Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.
Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools:* | Sept 1, 2010 | June 30, 2013 |

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			Translating research into action. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Data Driven Instruction	Implementation and evaluation of a school wide "response to intervention" model	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior. To assist in the student to teacher relationship improvement with communication skills by providing conflict resolution /peer mediation strategies/programs. Due to the high numbers of students that come from families with gang and drug – related activities the school will provide early identification/ intervention program for those students at risk. This program would include but not limited to home visits by staff members, mentoring program, training provided for teachers and school staff on how to deal with drug and gang related issues.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for	Sept 1, 2010	June 30, 2013

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		Due to the large numbers of student absenteeism/truancy a truancy intervention plan needs to be implemented this includes recruitment of volunteers to assist in promoting school attendance, provide mentor program, provide before/after school recreation a or educational activities and to provide incentives to those student with good attendance. Due to the high numbers of mobility with students in the school and intervention plan will be implemented to include assistance from social services agencies and a partnership with parents of highly mobile families	Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Increase academic rigor through the implementation of C-Scope curriculum. Increase professional development of C-Scope curriculum as needed.	Historical data reflects consistently low scores on State and local assessments as compared to State averages. Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, and social behavior.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al.	Sept 1, 2010	June 30, 2013

			"The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
| Increased Learning Time – Instructionall y-focused Calendar | Provide common planning time for teacher collaboration to enhance instruction | Historical data reflects consistently low scores on State and local assessments as compared to State averages.

Additionally, there has been a lack of additional educational services for students identified with difficulties in achievement, attendance, | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is | Sept 1, 2010 | June 30, 2013 |

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		and social behavior. Increased planning time allows teachers the opportunity to enhance instruction and identify students in need of additional support services.	scientifically based research. Clark, R. (2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for		

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				Supervision and Curriculum Development Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		

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Schedule #4B—Program Description
Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Accessible Community Services	Number of parent, student, and community meetings and outreach activities such as PAC Meetings, PTC, Student performances, continue adult ESL classes. Number of available child care opportunities for parents participating in school activities. Number of home visits by staff to provide home/school connection information. Strengthen school/parent compacts. Increase the number of parent activities involving the parent and child such as but not limited to Family Picnic Day, Muffins for Mom, Donuts for Dad, Family talent night.	Parental/Community involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication.	Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008) What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005).	Sept 1, 2010	June 30, 2013

			Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication	Distribution of surveys to parents in regards to program effectiveness	Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through	Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org –	Sept 1, 2010	June 30, 2013

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		active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication.	retrieved on September 21, 2008)		
			What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing*		

			beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Acce ssible Community Services	Coordinate with community programs/social service providers, and family oriented support services such as outreach programs for traditionally "hard to reach" parents. Provide conflict resolution/peer mediation strategies/programs Provide a Family Center for parents to be able to check out educational materials, get information on how to assist their child with their education.	Parental/Community involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication.	Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008) What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to	Sept 1, 2010	June 30, 2013

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		dramatically improve student achievement lies in our worst performing schools."2007.	
		Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.	
		Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.	
		Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development	
		Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.	
		Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.	
		Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.	
		Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff	

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			Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Accessible Community Services	Annual parental involvement conference and parental involvement activities to provide family engagement such as picnic day, Donuts for Dads, Muffins for Moms, Grandparent's Day	Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication.	Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008) What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and	Sept 1, 2010	June 30, 2013

			Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Acce ssible Community Services	Increase in parental involvement/ parental support systems and participation by acknowledging and including family members' diverse skills, talents, and knowledge in school activities such as Parent Talent Night. To assist in the parent to student to school relationship improvement with communication skills by providing conflict resolution /peer mediation strategies/programs .	Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required. In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity	Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008) What Research Says About Family-School-Community Partnerships goes on further to say	Sept 1, 2010	June 30, 2013

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		for effective input and communication.	that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		

| Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Accessible Community Services | Recruitment of Parental and Community Volunteers | Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required.

In addition, the number of parent/community involvement activities are in need of enhancement to become more customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication. | Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.

The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for all ages of students. (http://www.nwrel.org – retrieved on September 21, 2008)

What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005). | August 1, 2010 | June 30, 2013 |
| Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Accessible Community Services | Continued and sustained parental notification in regards to school improvement strategies. | Parental involvement activities have not had the desired effect on parental participation. A more structured approach to engage parents more effectively is required.

In addition, the number of parent/community involvement activities are in need of enhancement to become more | Parental Involvement in Education, according to Kathleen Cotton and Karen Reed Wikelund, research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.

The more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This hold true for all types of parent involvement in children's learning and for | Sept 1, 2010 | June 30, 2013 |

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| | | customer service oriented through active engagement of parents/community members in activities that educate as well as provide opportunity for effective input and communication. | all ages of students. (http://www.nwrel.org - retrieved on September 21, 2008)

What Research Says About Family-School-Community Partnerships goes on further to say that although children's school-community link is the least supported and publicized component of the school-family-community partnership model, research indicates that the quality of those connections influences children's school learning, (Article prepared for the Colorado Department of Education by NCSE - National Center for School Engagement - accessed September 21, 2008 - published October 2005).

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Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

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Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). | | |

			Closing the achievement gap: A vision for changing beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.	.	
Add additional pages as needed.					

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<tr><td rowspan="2">For TEA Use Only
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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Leadership Effectiveness – Operational Flexibility	Recognition and rewards systems for administrators.	In order to increase Leadership Effectiveness it is necessary to provide our school leadership with incentives for achieving identified modified Transformation to Educational Excellence Model performance measures.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development*	May 1, 2010	June 30, 2013

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			for teachers and principals. Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – Recruitment/Retention Strategies	Job embedded professional development activities that team-build. To improve staff moral and communication teachers need to be provided with conflict resolution/peer mediation strategies in dealing with parents, students, administration, and peers.	In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional development activities. In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools.	Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Comprehensive instructional approaches, technical support, and technologically enhanced course curriculum that is scientifically based	June 1, 2010	June 30, 2013

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| | | | research. Clark, R. (2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.
Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development. | | |
| Increase Teacher Quality – Recruitment/Ret ention Strategies/Locall y Developed Appraisal Instruments | Identification and implementation of comprehensive instructional strategies | In order to increase the quality of teachers and as part of the Transformation to Educational Excellence Model recruitment retention strategies it is | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Brooks, J. G. & Brooks, M. | August 1, 2010 | June 30, 2013 |

		necessary to provide opportunities for teachers to receive effective job embedded professional development activities. In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools. Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process.	G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria; VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/ Accessible Community Services	Creation of Community-oriented schools for on-going activities for family and community engagement such as; Recruiting volunteers to assist in promoting gang-free communities.	By increasing parent/community involvement in the Transformation to Educational Excellence Model allows for the creation of community-oriented schools and allow for on-going activities for	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist*	August 1, 2010	June 30, 2013

	To improve behavior students will be provided with conflict resolution/peer mediation strategies in dealing with their parents, teachers and peers.	family and community engagement. In addition, community oriented schools provide the avenue for the parents and community members to hold the campus and district accountable for student academic achievement ensuring the modified transformation model success.	*classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices (2nd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – On-going Job Embedded Professional Development	Establishment of operational flexibility	In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.	August 1, 2010	June 30, 2013

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| | | development activities.

In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools that provide operational flexibility.

Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process. | Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
| Increase Leadership Effectiveness – Resource/Data Utilization | On-going intensive technical assistance and related support from service providers | Increasing the leadership effectiveness through resources and data utilization provides the opportunity to enhance the technical assistance and related support from a variety of service providers.

This on-going intensive technical assistance aspect of the modified Transformation to Educational | Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press.

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround | August 1, 2010 | June 30, 2013 |

		Excellence Model allows the campus flexibility in providing specific, intentional, explicit and targeted intervention strategies.	Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Data Driven Instruction	Implementation of a school wide "Response to Intervention" model	This on-going "Response to Intervention" aspect of the Transformation to Educational Excellence Model allows the campus flexibility in providing specific, intentional, explicit and targeted intervention strategies. In addition, through data driven instruction and intervention allows the campus to improve academic performance.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing	August 1, 2010	June 30, 2013

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			schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – On-going Job Embedded Professional Development Increase Leadership Effectiveness – Resource/Data Utilization	Prescriptive and intentional professional development in specific academic areas (e.g. ELL, 504, Special Ed.)	In order to effectively implement the modified Transformation to Educational Excellence Model a prescriptive and intentional professional development component is necessary to address identified student needs in specific academic areas that enhance student support services.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case*	August 1, 2010	June 30, 2013

			for constructivist classrooms. Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve School Climate – Decreased Discipline Referrals	Implementation of behavioral supports and taking proactive steps to eliminate bullying and student harassment	In order to effectively implement the modified Transformation to Educational Excellence Model a prescriptive and intentional professional development component is necessary to address identified student needs in specific academic areas that enhance student support services. In addition, the implementation of behavioral support to decrease bullying and student harassment is necessary to ensure student academic and social success.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and	August 1, 2010	June 30, 2013

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			Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Teacher Quality ;On-going Job Embedded Professional Development Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility	Increase teachers' content knowledge and Instructional Delivery for instructional effectiveness in order to improve performance for struggling students and those at risk for failure.	In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional development activities. In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools. Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional	August 1, 2010	June 30, 2013

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		engage students in the process.	design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Parent/Community Involvement – Increased opportunities for Input/Effective Communication/Accessible Community Services Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility	Collaborative planning meetings with all stakeholders	In order to increase parent/community involvement through engagement of parents and community in collaborative planning activities ensures that campus and district accountability provides increased opportunities for input, communication, and accessible community	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case*	August 1, 2010	June 30, 2013

		services. In addition, collaborative planning increases leadership effectiveness and operational flexibility.	*for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Curriculum Alignment	Identification and implementation of comprehensive instructional strategies	In order to improve student academic performance identification and implementation of comprehensive instructional strategies align curriculum.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for	August 1, 2010	June 30, 2013

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			Supervision and Curriculum Development.		
			Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility Increase Teacher Quality – On-going Job Embedded Professional Development Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility	Prescriptive and intentional professional development in specific academic areas (e.g. ELL, 504, Special Ed.)	In order to effectively implement the modified Transformation to Educational Excellence Model a prescriptive and intentional professional development component is necessary to address identified student needs in specific academic areas that enhance student support services. In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional development activities. In addition, teachers will have	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002)	August 1, 2010	June 30, 2013

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		the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools. Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process.	Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – On-going Job Embedded Professional Development Increased Learning Time – Flexible Scheduling Increase Leadership Effectiveness – Resource/Data Utilization/Operati onal Flexibility	Job embedded professional development activities	In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional	Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support	August 1, 2010	June 30, 2013

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		development activities. In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools. Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process.	for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership Effectiveness – Resource/Data Utilization	Establishment of operational flexibility	In order to increase the quality of teachers and as part of the modified Transformation to Educational Excellence Model recruitment retention strategies it is	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround	August 1, 2010	June 30, 2013

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		necessary to provide opportunities for teachers to receive effective job embedded professional development activities. In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools. Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process.	Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful*	

			professional development for teachers and principals. Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility Increased Learning Time – Staff Collaborative Planning	Provide common planning time for teacher collaboration to enhance instruction	To increase instructional leadership effectiveness teachers need to have operational flexibility and resources to effectively plan their instructional content and delivery methods. By providing teachers common planning time as a requirement under the modified Transformation to Educational Excellence Model implementation.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning	August 1, 2010	June 30, 2013

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| | | | styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002).

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. | | |
|---|---|---|---|---|---|
| Increase Teacher Quality – Recruitment/Retention Strategies | Incentives for advanced degrees/certifications | Increasing teacher quality through recruitment and retention strategies and incentives for advanced degrees and/or certifications provides a structure of recognition to teachers that seek to enhance their personal and professional knowledge. | Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.

Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007.

Professional-development programs were characterized by collaborative structures, diverse and extensive | August 1, 2010 | June 30, 2013 |

			professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for		

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			Supervision and Curriculum Development.		
Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility

Improve Academic Performance – Data-driven Instruction/Curriculum Alignment

Increase Teacher Quality – Recruitment/Retention Strategies | Increase available resources and technologies to prepare lessons and actively engage students. | In order to increase the quality of teachers and as part of the modified transformation model recruitment retention strategies it is necessary to provide opportunities for teachers to receive effective job embedded professional development activities.

In addition, teachers will have the opportunity to take ownership of instructional content, instructional delivery methods and effective leadership tools.

Inquiry-based and research based instructional activities provide teachers with instructional autonomy and technological tools to enhance instructional delivery and methods of instruction that engage students in the process. | What works in Distance Learning: Instructional Strategies, Strategies Based on Providing Learner Control of Instructional navigation, National Center for Research and Evaluation, Standards, and Student Testing, University of California, O'Neil, H. F. (2003).

What Works in Distance Learning (Report to the Office of Naval Research). University of Southern California, Rossier School of Education; and National Standards for Quality Online Teaching. North American Council for Online Learning; Ascough, R.S. (2002).

Designing for online distance education: Putting pedagogy before technology. Teaching Theology and Religion, 5(1), 17-29. Texas A&M International University; Roberts, J. Scott (2001) "Potential Users' and Users' Behavioral Intentions Toward the Adoption of Information Technology, Thesis Publication.

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA. Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA.: Association for Supervision and Curriculum Development.

Sparks. D, (2002). *Designing powerful professional development* | August 1, 2010 | June 30, 2013 |

			for teachers and principals. Oxford, OH: National Staff Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		

Add additional pages as needed.

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

Part 3: Intervention Model

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Improve Academic Performance – Data-driven Instruction	Provide targeted intervention services to students identified as unlikely to meet academic standards in future assessments.	As part of the modified Transformation to Educational Excellence Model targeted intervention services for students identified as unlikely to meet academic standards or expectations on future assessments will be provided prescriptive student support that is targeted to their specific needs.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case*	Sept 1, 2010	June 30, 2013

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			for constructivist classrooms. Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – Locally Developed Appraisal Instruments Increase Leadership Effectiveness – Resource/Data Utilization	Provide rigorous, transparent, relevant and equitable evaluation instruments for principals and teachers	In order to ensure that the campus increases teacher quality locally developed appraisals will provide rigorous, relevant, and equitable evaluation and feedback to teachers productivity. The principals evaluation will provide and ensure leadership effectiveness in resource and data utilization to enhance the school climate and instructional methods.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and	Sept 1, 2010	June 30, 2013

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			Curriculum Development.		
			Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Increase Teacher Quality – Recruitment/Retention Strategies Increase Leadership Effectiveness – Resource/Data Utilization/Operational Flexibility	Implementation of strategies for financial incentives, promotion, and career growth	The modified Transformation to Educational Excellence Model incorporates the implementation of strategies for financial incentives, promotion, and career growth that leads to an increase in teacher quality and is a recruitment/retention tool. In addition, implementation of modified transformation model strategies that provide financial incentives, promotion and career growth allow for increasing leadership effectiveness and operational flexibility.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support	Sept 1, 2010	June 30, 2013

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			for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002)		
		In order to increase Leadership Effectiveness it is necessary to provide our school leadership with incentives for achieving identified Transformation to Educational Excellence Model model performance measures.	Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002).		
			Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.		
			Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development.		
			Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.		
			Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development		
			Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development.		
			Marzano, R.J. (2003).		

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			What works in schools: Translating research into action. Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Data-driven Instruction/On-going Monitoring of Instruction Increase Leadership Effectiveness – Resource/Data Utilization Increase the Use of Quality Data to Drive Instruction – Data Disaggregation/Training/Data-driven Decisions/On-going Communication	Periodic reviews to ensure program compliance with school improvement strategies	In order to improve academic performance data driven instruction increases instructional success, effective leadership and data quality. Periodic reviews will provide a mechanism whereby program compliance can be evaluated to identify areas that need improvement, allow for more structured decision making and communication.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision	Sept 1, 2010	June 30, 2013

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			making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Data-driven Instruction Increase Parent/Community Involvement – Accessible Community Services Increase	Implementation of strategies that improve instruction for students with disabilities	In order to improve student academic performance implementation of modified Transformation to Educational Excellence Model strategies will improve instruction for students with disabilities.	Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve	Sept 1, 2010	June 30, 2013

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Learning Time – Staff Collaborative Planning Improve Academic Performance – On-Going Monitoring of Instruction			The instructional strategies will focus on student support systems, parental/community involvement, collaborative planning, and continuous monitoring of academic performance.	student achievement lies in our worst performing schools."2007. Professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results." (West Ed, 2000) (1) pedagogy instruction, (2) issues in student and teacher instruction, (3) how to establish an environment for student and teacher success, (4) provide technical support for teachers, (5) how to engage teachers, parents and staff in the decision making process and resource allocation (Edelstein & Edwards 2002) Models for instructional design that are content based that allow for differentiated learning styles, examine a variety of instructional strategies by engaging in portfolio building and reflection activities (Lynch 2002). Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH:		

			National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – Data-driven Instruction Increase Parent/Communi ty Involvement – Accessible Community Services Increase Learning Time – Staff Collaborative Planning Improve Academic Performance – On-Going Monitoring of Instruction	Evaluation of the campus comprehensive needs assessment	Continuous evaluation of the campuses comprehensive needs assessment will improve academic performance, increase parental/communit y involvement, increase learning time, and improve academic performance.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003).	Sept 1, 2010	June 30, 2013

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			Closing the achievement gap: A vision for changing beliefs and practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.		
Improve Academic Performance – On-Going Monitoring of Instruction	Implementation of differentiated instructional strategies	Incorporating prescriptive small group instruction with differentiated instructional strategies will enhance the overall academic performance. Monitoring of instruction will be the data driven decision instructional strategy that will result in positive academic performance results.	Bransford, J. D. (Ed.). (2000). How people learn: Brain, mind, experience and school (Expanded Edition) Washington, DC: National Academy Press. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Calkins, Andrew et al. "The turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools."2007. Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA. Association for Supervision and Curriculum Development. Marzano, R.J. (2003). *What works in schools: Translating research into action.* Alexandria, VA.: Association for Supervision and Curriculum Development. Sparks. D, (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council. Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed). Alexandria, VA:	Sept 1, 2010	June 30, 2013

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

Part 4: Waiver Requests

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

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

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

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

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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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

Monitoring of the program's progress will be on an on-going basis in order to solicit feedback on students' progress, fidelity to the curriculum plan and timeline, student attendance and to provide support as needed. Meetings will include teachers, campus administrator/facilitator, teacher-aides, counselor, and support staff.

Appoint a site coordinator to:

- monitor progress in meeting action-plan objectives;
- regularly inform the campuses, the superintendent and school board of progress toward action-plan objectives;
- work closely with the principal to help the school carry out the programs key practices;
- work with district and school-level staff development coordinators to create a site-focused staff development plan that provides quality training through use of local, state and national meetings and resources;
- coordinate and facilitate campus leadership activities;
- coordinate frequent meetings of committees and teams; document attendance and minutes of meetings;
- coordinate the data collection process;
- integrate the program goals and key practices with other school improvement efforts and system wide strategic plans; and produce an annual report and other information as requested.

The site coordinator/grant manager will be responsible for the following:

1. Progress monitoring in meeting action-plan objectives;
2. Provide continuous communication with the school improvement leadership team, the superintendent and the school board of trustees at least once a year on progress toward action-plan objectives;
3. Work closely with the principal to help the campus carry out the programs key practices;
4. Work closely with the district and school level staff development coordinators in order to create a site focused staff development plan that provides quality training through a variety of resources and information gathered from local, state and national meetings;
5. Coordinate and facilitate campus leadership activities, meetings with committees and teams, document attendance and minutes of meetings;
6. Coordinate the data collection process while integrating the program goals and key practices with other school improvement efforts and system wide strategic plans;
7. Provide an annual report and other information as requested; and
8. Administer the surveys to students, counselors, administrators, teachers, and parents served by the program.

Additionally, the site coordinator will coordinate the hosting of the technical assistance review during the grant period, participate in technical assistance follow-up activities, and hold the campus accountable for implementing campus transformation model plans.

The Laredo Independent School District and J.C. Martin Elementary will administer, collect, assess, analyze and report the data results.
This data will be used to continually improve the program goals and objectives. The data will also allow for identification and corrective action necessary for continuous improvement of the program.

Data will be collected in order to show the extent to which the program activities were implemented as planned to include process, product, and program outcomes. The evaluation instruments will consist of the TAKS Scores, rosters, agendas, training evaluations, participation rates, number of hours of professional development and training, student academic achievement, and the campus based STaR Chart results.

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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 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.

Formative evaluation will utilize qualitative and quantitative summative evaluation data. Each year, formative evaluation will focus on whether or not the proposed strategies are being implemented as planned.

Benchmarks will be used to assess implementation and academic achievement. Formative evaluation questions will include, but not limited to the following:

- Are key staff members in place for the project to be successful?
- Are teachers participating in the proposed project, course work, seminars/trainings, and instructional trips?
- Are collaborative learning and dissemination strategies being implemented as described?
- Is a process in place for feedback from participants?
- Are lessons learned being incorporated in professional development activities?
- Is a process in place for dissemination of project materials?
- Are evaluation findings vertically and horizontally implemented as compared to other performance measures, program timeline, budget and modified transformational model goals and objectives?

The surveys, classroom observations, and interviews will investigate the following four major outcome-based questions:

1) Did the training activities improve the content knowledge of participating teachers?

2) Has the quality of teachers' lesson plans improved?

3) Have teaching techniques improved as measured through classroom observations?

4) Did students' interest and performance improve?

5) Do the participating teachers consider the project to be beneficial to them and their students?

Responses to these questions will give the school leadership team information about the ongoing need of the modified Transformation to Educational Excellence Model as well as which professional development components are effective – based on its association with benchmark assessments and State assessment results of participating students.

On-going weekly progress monitoring and periodic student assessment (benchmarks) will be used as part of a formative evaluation process.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

Initial data used for determining the selection of the Transformation to Educational Excellence Model was based on be the most current state assessment scores, campus AEIS Rating, and Federal academic accountability measures.

The Transformation to Educational Excellence Model will utilize developed State assessment aligned and locally formatted assessments to ensure program success. Teacher input will determine the rigor and level of performance of each student as well.

The school leadership team will gather descriptive information on the development and implementation of the modified transformation model by implementing the following evaluation strategies:

1) interviews, observations and surveys;
2) descriptive information on proposed versus actual implementation of the modified Transformation to Educational Excellence Model;
3) critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff Transformation to Educational Excellence Model instructional activities;
4) descriptions of students, and Transformation to Educational Excellence Model outcomes;

Data collection formats will include but not be limited to:

- a review of narrative accounts of randomly selected teachers, students, parents, community and staff involvement;
- standardized open-ended interviews or surveys of students, parents, administrators, teachers, and staff;
- field observations;
- site visits;
- locally developed evaluation instruments;
- student academic performance;
- parental/involvement activities;
- teacher quality surveys;
- school climate surveys;
- professional development data;
- instructional content and delivery evaluation;
- technology usage;
- student support systems provided;

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Adjustments and/or annotations made on this page have been confirmed with	Standard Application System (SAS)	County-District No.
by telephone/e-mail/FAX on _____	**School Years 2010-2013**	_____
by _____ of TEA.		Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.
Responses are limited to *two pages*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Performance Monitoring System - The performance monitoring system allows an assessment of the extent to which the Transformation to Educational Excellence Model has been implemented as planned and whether staff, collaborators, service providers and student instructional activities are in line with those intended based on each campuses comprehensive needs assessment and campus improvement plan.

During the initial implementation phase, the school leadership team will meet to refine the plan and define performance standards for each primary objective.

Data supporting this phase comes primarily from the school leadership team. Based on this plan, brief management reports can be generated during the life of the Transformation to Educational Excellence Model implementation. These reports are distributed to key staff and in quarterly meetings to discuss implications and recommendations based on the findings.

Outcome Evaluation - The final component of the evaluation process is the outcome evaluation, which utilizes existing data sources to obtain student information including student demographics, services received while attending the campus implementing the Transformation to Educational Excellence Model, student assessment results, content pedagogy and other pedagogy practices will be collected.

During this phase of the evaluation, teacher professional growth through project participation will be measured. Evaluation measures will be utilized to monitor and modify the model to improve the impact on overall school improvement strategies and student academic achievement.

The three main performance measures to assess progress toward meeting the purpose of the Transformation to Educational Excellence Model are:

- The percentage of students receiving support services in relation to the total enrollment of the campus, reduces, eliminates or prevents minority group isolation.
- The percentage of students from major racial and ethnic groups that meet or exceed the state's adequate yearly progress standards in accordance with the State of Texas plan as required by section 1111 of the ESEA.
- The percentage of students that meet or exceed State assessment standards in each academic area.

Additional evaluation measures will be utilized to monitor and modify Transformation to Educational Excellence Model to improve the impact on overall school improvement strategies including a strong professional development program, parental/community involvement and student academic achievement that include:

- Percentage of students who successfully complete their respective grade level
- Number of professional development sessions, seminars/trainings attended and total number of hours;
- Percentage of teachers who are recruited, selected, transferred and/or retained in their position at J.C. Martin Elementary School for at least three years;
- Number of instructional trips taken and the number of hours;
- Number of online professional development interactions;
- Number of administrators, teachers, staff, parents/community and students participating in the Transformation to Educational Excellence Model implementation;
- Did participating teachers complete at a minimum 75% or more of the professional development hours offered?

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

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

- Was the instructional content and delivery improved?
- Did student interest and performance improve as a result of improved quality of instruction and leadership?
- Has the quality of teachers' lesson plans improved?
- Have teaching techniques/strategies improved as measured through peer-reviews and student performance?
- Has the total number of teachers who integrate technology in their instructional content increased by 10% annually?

The *summative evaluation* plan will utilize a rigorous design to investigate the significance and strength of the relationship between the modified transformational models activities and teacher/student outcomes. Surveys, classroom observations and interviews will be used to examine the project outcome.

Using statistical analyses and descriptive statistics, the school leadership team will examine the statistical significance of outcome measures, while qualitative data will be used to provide a richer explanation of judgment, accomplishments, challenges, and lessons learned.

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Texas Title I Priority Schools Grant
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	State and Local Assessments	69%	74%	80%	85%
2	Improve Student Achievement in Mathematics	State and Local Assessments	56%	70%	75%	80%
3	Improve Student Achievement in Science	State and Local Assessments	42%	65%	70%	75%
4	Improve Campus Academic Ratings	AYP/ AEIS	Unacceptable	Acceptable	Recognized	Recognized
5	Improve Student Attendance Rates	AEIS Report	97%	98%	98%	98%
6	Increase Parental Involvement and Participation	Sign-Ins Surveys, number of registered volunteers	5 or 8%	16 or 24%	48 or 72%	64 or 88%
7	Decrease Number of Students in Need of Remediation and Developmental Interventions	State and Local Assessments	80%	70%	50%	25%
8	Increase the Number of Students Promoted to the next Grade Level	Grades, State and Local Assessments	86%	100%	100%	100%
9	Number and Percent of Students that Score below Grade Level in Mathematics, English-Language Arts, Reading, Social Studies, and Science	Grades, State and Local Assessments	367 or 61%	267 or 44%	167 or 28%	67 or 11%
10	Number and Percent of Students Demonstrating proficiency in Enrichment, Remediation, Reinforcement and Acceleration	Pre and Post Benchmarks, V-Port Benchmarks 1,2,3 Voyager and MPLP bi-weekly Progress Monitoring	234 or 39%	334 or 56%	434 or 72%	534 or 89%
11	Decrease in discipline referrals.	AEIS	.2%	.1%	0%	0%
12						

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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	Campus Federal AYP Ratings	AYP Report	Acceptable	Acceptable	Recognized	Exemplary
2	Campus State AEIS Ratings	AEIS Report	Unacceptable	Acceptable	Recognized	Exemplary
3	Classroom Performance Evaluation	PDAS/Walk-throughs	Below or Meets Expectations	Meets Expectations	Meets and Exceeds Expectations	Exceeds Expectations
4	Student Academic Services and Support Evaluation	Performance Appraisal Summative Evaluation	Below or Meets Expectations	Meets Expectations	Meets and Exceeds Expectations	Exceeds Expectations
5	Professional Development Trainings/Activities/Meetings	Number of Professional Development Activities	40	45	50	55
6	Grade Level Local Benchmark Results per teacher	DDA Reports	At grade level 39%	56%	72%	89%
7	Grade Level State Assessment Results	State Assessments	39%	56%	72%	89%
8	Student Attendance Reports	School Max	97%	98%	98%	98%
9	Teacher Attendance Reports	Web Center Reports	69%	49%	29%	10%
10	Number of students retained	Progress Reports and Report Cards	22	18	12	4
11	Parental Involvement Activities	PTA Agendas, Sign-ins	6 weeks Report card night	Every Six Weeks PTC/ Report card night/ Parental Activity	Monthly/ Parental Activity	Bi-monthly PTC/Parental Activity

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Teachers and Administrators Receiving Training, Professional Development, and Materials that Significantly improve Instruction	ERO Report, Sign-ins, Agendas	41	41	41	41
2	Teacher Yearly Performance Evaluation	PDAS	Below or Meets Expectations	Meets Expectations	Meets and Exceeds Expectations	Exceeds Expectations
3	Administrator Yearly Performance Evaluation	Principal Summative Evaluation	Below or Meets Expectations	Meets Expectations	Meets and Exceeds Expectations	Exceeds Expectations
4	Monitor Curriculum and Instruction	Walk-throughs	Below or Meets Expectations	Meets Expectations	Meets and Exceeds Expectations	Exceeds Expectations

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	Increased Learning Time through Scheduling and Instructional Strategies	Extended day student rosters	Interventions start in Spring	Will start intervention in Sept.	Will start intervention in Sept.	Will start intervention in Aug
2	Standard-Based Curriculum CSCOPE	Lesson Plans	Weekly Implementation	Pre-planning per three weeks	Pre-planning per six weeks	Pre-Planning per semester
3	Instructional Strategies 5 E Model/CSCOPE	Lesson Plans and Walk-throughs	Needs Improvement	Improved or Achieved	Achieved or Excelled	Excelled
4	Classroom Management : Use of Time, Instructional Resources, Behavioral Modeling, Technology	Classroom Observations, Walk-throughs	Needs Improvement	Improved or Achieved	Achieved or Excelled	Excelled

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Parent, Student, and Community meetings and Outreach Activities	Sign-ins, Agendas	33	38	42	47
2	Increase in the Number of Parental Involvement Conferences, Programs, and Meetings	Sign-ins, Agendas	5	10	15	20
3	Increase in the Number of Parental and Community Volunteers	Sign-ins, Agendas	5 active	One per grade level	20	One per teacher
4	Increase in the Number of Parents Actively Engaged	Sign-ins, Agendas	1387	10%	20%	30%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Job Embedded Team-building Professional Development Activities	Electronic Registration Report sign-ins, agendas	5	8	11	14
2	Number of Teachers Served by Prescriptive and Intentional Professional Development in Specific Academic Areas (e.g. ELL, 504, Special Ed.)	Electronic Registration Report sign-ins, agendas	41	41	41	41
3	Number of Technical Assistance Workshops Attended or Received at the Campus	CIT- 23 Reading 1st RTA-4 District-	10	8	6	4
4	Number of mediation trainings to assist in resolving disputes and complaints	Sign- ins and agendas	0	3	6	10

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Texas Title I Priority Schools Grant
Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Job Embedded Professional Development Activities	Electronic Registration Report sign-ins, agendas	5	8	11	14
2	Number of Technical Assistance Workshops Attended or Received at the Campus	Electronic Registration Report sign-ins, agendas	10	8	6	4
3	Number of Implemented Differentiated Instructional Strategies	Electronic Registration Report sign-ins, agendas	5	8	11	14
4	Number of visits in classrooms of effective teachers	TxBess	5	5%	6%	6%
5	Number of modeling/co-teaching opportunities	Modeling and co-teaching tool	3	5	7	9

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	Number of targeted Intervention Services Provided to Students Identified as Unlikely to meet Academic Standards in Future Assessments	SSI	10	20	20	20
2	Number of Periodic Reviews to ensure program Compliance with School Improvement Strategies	SBDM	0	Yearly	Semester	Per Six Weeks
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.	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (Specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒

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Texas Title I Priority Schools Grant

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

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institution of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☒	☒	☒
B99	Other (Specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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Texas Title I Priority Schools Grant
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Drug-Related Activities (cont.)

#		Students	Teachers	Others
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs.	☐	☐	☐
D09	Conduct parent/teacher conferences.	☐	☐	☐
D10	Establish school/parent compacts.	☐	☐	☐
D11	Develop/maintain community partnerships.	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs.	☒	☐	☒
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	☐	☒	☐
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
D99	Other (Specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	☐	☐	☐
E02	Provide Program materials/information in Braille.	☐	☐	☐
E03	Provide program materials/information in large type.	☐	☐	☐
E04	Provide program materials/information on tape.	☐	☐	☐
E99	Other (Specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	☐	☐	☐
F02	Provide interpreters at program activities.	☐	☐	☐
F99	Other (Specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	☐	☐	☐
G02	Expand tutorial/mentor programs.	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies.	☐	☐	☐
G04	Provide training for parents in early identification and intervention.	☐	☐	☐
G99	Other (Specify)	☐	☐	☐

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.	☐	☐	☐
H99	Other (Specify)	☐	☐	☐

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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.	☐	☐	☐
K02	Develop and implement a truancy intervention plan.	☒	☐	☒
K03	Conduct home visits by staff.	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance.	☐	☐	☒
K05	Provide mentor program.	☐	☐	☒
K06	Provide before/after school recreational or educational activities.	☐	☐	☒
K07	Conduct parent/teacher conferences.	☐	☐	☐
K08	Strengthen school/parent compacts.	☐	☐	☐
K09	Develop/maintain community partnerships.	☐	☐	☐
K10	Coordinate with health and social services agencies.	☐	☐	☐
K11	Coordinate with the juvenile justice system.	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
K99	Other (Specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish partnerships with parents of highly mobile families.	☐	☐	☒
L03	Establish/maintain timely record transferal system.	☐	☐	☐
L99	Other (Specify)	☐	☐	☐

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.	☐	☒	☒
M02	Conduct home visits by staff.	☐	☒	☐
M03	Recruit volunteers to actively participate in school activities.	☐	☐	☐
M04	Conduct parent/teacher conferences.	☐	☐	☐
M05	Establish school/parent compacts.	☐	☐	☐
M06	Provide parenting training.	☐	☐	☐
M07	Provide a parent/family center.	☒	☐	☒
M08	Provide program materials/information in home language.	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making.	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☒
M11	Provide child care for parents participating in school activities.	☐	☐	☒
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	☐	☐	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents.	☐	☐	☒
M99	Other (Specify)	☐	☐	☐

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	☐	☐	☐
N03	Provide mentor program for new teachers.	☐	☐	☐
N04	Provide intern program for new teachers.	☐	☐	☐
N05	Provide professional development in a variety of formats for personnel.	☐	☐	☐
N06	Collaborate with colleges/universities with teacher preparation programs.	☐	☐	☐
N99	Other (Specify)	☐	☐	☐

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.	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	☐	☐	☐
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	☐	☐	☐
P99	Other (Specify)	☐	☐	☐

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.	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations.	☐	☐	☒
Q04	Other (Specify)	☐	☐	☐

Barrier: Other Barrier

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier: _____ Other Strategy: _____	☐	☐	☐

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<tr><td colspan="2">For TEA Use Only
Adjustments and/or annotations made
on this page have been confirmed with</td><td colspan="2">TEXAS EDUCATION AGENCY
Standard Application System (SAS)</td><td>240901
County-District No.</td></tr>
<tr><td colspan="2">by telephone/e-mail/FAX on _____
by _____ of TEA.</td><td colspan="2">School Years 2010-2013</td><td>_____
Amendment No.</td></tr>
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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	$2,130,000	$	$	$2,130,000
Professional and Contracted Services	5C	6200	$150,000			$150,000
Supplies and Materials	5D	6300	$1,749,178			$1,749,178
Other Operating Costs	5E	6400	$637,500			$637,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	$1,217,882			$1,217,882
	Total Direct Costs		$5,884,560			$5,884,560
	1.924% Indirect Costs		/////////	$115,440		$115,440

Grand Total

Total Budgeted Costs:	$5,884,560	$115,440	$	$6,000,000

Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	$6,000,000
Multiply by .05 (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	$300,000

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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 $2,000,000.00

Year 2: SY 2011-2012 $2,000,000.00 *

Year 3: SY 2012-2013 $2,000,000.00 *

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

Provide any necessary explanation or clarification of budgeted costs

6100 Payroll Costs- (1) Project Coordinator to oversee data collection and Program Evaluation. Incentives for Principals that meet established benchmark criteria.

Extra duty for professional and support staff. This includes stipends for all highly qualified teachers in the amount of $1,000.00 each. Extra duty pay includes community outreach, after school and Saturday enrichment, summer enrichment programs, and staff development on Saturdays and Summers.

6200 Professional Contracted Services- Distance Learning Video Conference – technologically integrated tours, instruction, events, and educational programming specific to the needs of the campus. In addition, Consultant Services for Professional Development in all academic areas, technology integration and data management, leadership effectiveness, health, student support services, family support services, conflict resolution, counseling and behavior and classroom management.

6300 Supplies and Materials- Instructional supplies (Consumables). The purpose of these supplies and materials are for consumables that will be used for the purpose of the Transformation to Educational Excellence Model implementation. The intent is to provide necessary consumable supplies to promote Educational Excellence. Monitoring software for teachers to monitor student usage on laptops, software license renewals and upgrades.

6400 Other Operating Costs- In-State travel expenditures for the principals, teachers, and support staff, administration, parents and community members that include travel to and from professional development sessions/trainings/workshops, UIL Competitions and instructional trips. The purpose of the travel is to ensure the principals, teachers, administration, support staff, parents, students and community members are able to attend necessary meetings, trainings, workshops, seminars and school visits. The intent is to provide necessary travel funds for Transformation to Educational Excellence Model Implementation meetings, trainings, workshops, seminars and school visits.

Out of State travel for the principals, teachers, and support staff, administration, parents and community members to include travel costs, lodging, and meals to and from professional development sessions/trainings/workshop.

Instructional Trips: *All instructional trips will help fulfill the instructional strategies. Each trip will have approximately 200 students, 13 adults, with 6 buses needed for each trip.

- The destination will be to and from King Ranch and Texas A&M at Kingsville (both located in Kingsville) for the purpose of providing students with educational enrichment opportunities in Social Studies, Science and education. Students will receive a guided tour of King Ranch with an explanation of its history, its contribution to the Texas economy and its link to TAMUK (agricultural science). Students will also receive a TAMUK campus tour.

  Mileage – To and from Kingsville, 118x2= 236 miles round trip, approximately 200 students, 13 adults

  Total miles round trip = 236 miles
  6 buses needed = $7650
  $1275 / 236 miles = $5.40 per mile

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- The destination will be to the Johnston Space Center for the purpose of providing students with educational enrichment opportunities in the area of Math, Engineering, Technology, and Science.

  Mileage – To and from Houston, 301 miles 2= 602 miles round trip, approximately 200 students, 13 adults

  Total miles round trip = 602 miles
  6 buses needed - $19,254
  $3209/602 miles = $5.33 per mile

- The destination will be to the Health and Science Museum for the purpose of providing students with educational enrichment opportunities in the area of Science and Math.
  Mileage – To and from Houston 301 miles 2 = 602 miles round trip, approximately 200 students, 13 adults

  Total miles round trip = 602 miles
  6 buses needed - $19,254
  $3209/602 miles = $5.33 per mile

- The destination will be to the Aquarium in Corpus Christi, TX for the purpose of providing students with educational enrichment opportunities in the area of Scienc/Math

  Total miles round trip = 320 miles
  6 buses needed - $10,236
  $1706/320 miles = $5.33 per mile

- The destination will be to the State Capital for the purpose of providing students with educational enrichment opportunities in the area of Social Studies.

  Total miles round trip = 430 miles
  6 buses needed - $13,752
  $2292/430 miles = $5.33 per mile

- The destination will be to the San Antonio Zoo in San Antonio, TX for the purpose of providing students with educational enrichment opportunities in the area of Science

  Total miles round trip = 320 miles
  6 buses needed - $10,236
  $1706/320 miles = $5.33 per mile

Additional destinations depend on additional educational enrichment opportunities that include but are not limited to UIL competition dates or based on instructional planning for trips based on Fine Arts, Reading/ELA, Social Studies, Science and Math concepts.

Fund sources used for match will come from local funds (199) and/or state compensatory education funds (199). The matching funds will pay for any additional costs associated with travel. All TEA Documentation requirements will be met.

*All field trips will help fulfill the Transformation to Educational Excellence Model requirement as per the grant.
6411 Out of State Travel for Employees (includes registration fees) – Professional development trainings, sessions and workshops in the amount of $35,000.

6412 – Travel for Students (includes registration fees; does not include field trips) Educational enrichment including UIL competitions, Fine Arts, Science, Social Studies, Math, and Reading/ELA in the amount of $45,000

6419 – Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit organizations) – Parents to attend higher educational enrichment opportunities with students in order to increase parental involvement in their children's education in the amount of $25,000

6411/6419 Travel cost for Executive Director(6411), Superintendent (6411), or Board members (6419) (including registration fees) – Leadership effectiveness workshops, seminars, conferences, and trainings in the amount of $15,000

6499 Publication and Printing Costs – if reimbursed (specific approval required only for nonprofit charter schools) – Parental Notification Letters, special event programs, and other publications as needed in the amount of $10,000.

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6699 Library Books and media (capitalized and controlled by library) – (1)Reference Materials/Periodicals/Audio Books/Instructional Based Videos/eBooks/Professional Reference Material in the amount of $55,000; (2) Library Books Fiction/Non-Fiction in the amount of $45,000

6600 Capital Outlay- The Transformation to Educational Excellence curriculum design will provide for classroom instructional technology usage for the purpose of implementing technologically enhanced instruction and impact school climate. Additionally, the technology will support professional development along with support and sustaining systemic change.

66XX Technology Hardware - Capitalized:

Interactive Response Systems – 15 sets * $1,195.00 = $17,925.00
Student internet ready notebook computers with Microsoft Office 2007 – 700 students * $600.00 = $420,000.00
Teacher internet ready laptops with Microsoft Office 2007 – 67 * $1,500.00 = $100,500.00
Teacher Laptop Speakers – 67 * $100.00 = $6,700.00
Desktop Computers for Support Staff – 12 * $1,500.00 = $18,000.00
Color Printers – 67 * $1,000.00 = $67,000.00
Digital Cameras – 67 * $200.00 = $13,400.00
Scanners – 67 * $150.00 = $10,050.00
Flip Camcorders – 67 * $280.00 = $18,760.00
Ipads (2 class sets) – 50 * $900.00 = $45,000.00
Itouch 64 GB (Class sets for Fine Arts) – 30 * $400.00 = $12,000.00
IPod Audio system – 1 * $500.00 = $500.00
IPod Keyboard – 50 * $69.00 = $3,450.00
Wireless Portable PA System 3 * $910 = $2,730.00
All pro sound system – 1 * $10,998.00 = $10,998.00
Poster maker – 1 * $8,000.00 = $8,000.00

66XX Technology Software - Capitalized:

Brainpop License for 3 years – 3 * $1,250.00 = $3,750.00
A – Z Learning - 35 @ $350.00 * 3 years = $36,750.00
Kid Pix Site License – 5 * $650.00m = $3,250.00
CORE – 3 * $25,000.00 = $75,000.00

66XX Equipment and Furniture:

 Computer Tables – 30 * $350.00 = $10,500.00
Netbook Storage Cabinet – 20 * $2,000.00 = $40,000.00
Paper Shredders – 67 * $400.00 = $26,800.00
Writing Centers – 17 * $399.00 = $6,783.00
Big Book Center – 20 * $199.00 = $3,980.00
Teaching Center – 20 * $529.00 = $10,580.00
Mobile Listing Center Tables – 24 * $299.00 = $7,176.00
Classroom furniture (Tables and Chairs) to facilitate instruction and school climate in the amount of $100,100.00
Large Capacity Laminator – 9 * $3,000.00 = $27,000.00
Circut Expression Machine – 12 * $350.00 = $4,200.00
Speaker's Podium – 1 * $7,000.00 = $7,000.00

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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	1 per grade level for Science curriculum	3			$225,000
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator	Data Collection /Program Evaluation	1			$182,000
6	Teacher Facilitator					
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					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Principal Incentive for meeting established performance benchmarks		1			$42,000
23	Title: Teacher stipend for program participation(Enhance Teacher Quality)		67			$201,000
24	Title: Assistant Principal Incentive for meeting established performance benchmarks		4			$105,000
25	Title: 38 Para Professions and 19 other support staff $500 & $400		57			$76,200
26	Subtotal Employee Costs				$	$831,200
Substitute, Extra-Duty, Benefits						
27	6112 Substitute Pay				$	$300,000
28	6119 Professional Staff Extra-Duty Pay					$661,800
29	6121 Support Staff Extra-Duty Pay					$200,000
30	6140 Employee Benefits					$137,000
31	Subtotal Substitute, Extra-Duty, Benefits Costs				$	$1,298,800
32	Grand Total Payroll Budget (line 26 + line 31)				$	$2,130,000

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Principal Awards: In order to support School Improvement Activities and Performance Measures

# of Principals	Assessment Instrument	Performance Target Criteria	Award Amount
1	Federal AYP Ratings School Year: 2010 – 2011 2011 – 2012 2012 - 2013	**Baseline:** Tier I Met Standards Or Tier II Met Standards with required Improvement. Or Tier III Met Standards with Texas Projection Model (TPM). **Target:** Met or Exceed Standards	Tier I $5,000 Or Tier II $3,000 Or Tier III $2,000 All award amounts listed above include TRS benefits and Tax Deductions
1	AEIS Ratings School Year: 2010 – 2011 2011 – 2012 2012 - 2013	**Baseline:** Tier I Campus received an "Exemplary" state accountability rating. Or Tier II Campus received a "Recognized" state accountability rating. Or Tier III Campus received an "Acceptable" state accountability rating. **Target:** Recognized or Exemplary Status	Tier I $5,000 Or Tier II $3,000 Or Tier III $2,000 All award amounts listed above include TRS benefits and Tax Deductions
1	AEIS Comparable Improvement Report School Year: 2010 – 2011 2011 – 2012 2012 - 2013	**Baseline:** Tier I Campus in the top 25% of Comparable Schools for all tests taken. Or Tier II Campus in the top 50% of Comparable Schools for all tests taken. **Target:** Top 10% of Comparable Schools for all tests taken.	Tier I $4,000 Or Tier II $2,000 All award amounts listed above include TRS benefits and Tax Deductions

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Assistant Principal Awards: In order to support School Improvement Activities and Performance Measures

# of Principals	Assessment Instrument	Performance Target Criteria	Award Amount
4	Federal AYP Ratings School Year: 2010 – 2011 2011 – 2012 2012 - 2013	Baseline: Tier I Met Standards Or Tier II Met Standards with required Improvement. Or Tier III Met Standards with Texas Projection Model (TPM). Target: Met or Exceed Standards	Tier I $2,500 Or Tier II $1,500 Or Tier III $1,000 All award amounts listed above include TRS benefits and Tax Deductions
4	AEIS Ratings School Year: 2010 – 2011 2011 – 2012 2012 - 2013	Baseline: Tier I Campus received an "Exemplary" state accountability rating. Or Tier II Campus received a "Recognized" state accountability rating. Or Tier III Campus received an "Acceptable" state accountability rating. Target: Recognized or Exemplary Status	Tier I $2,500 Or Tier II $1,500 Or Tier III $1,000 All award amounts listed above include TRS benefits and Tax Deductions
4	AEIS Comparable Improvement Report School Year: 2010 – 2011 2011 – 2012 2012 - 2013	Baseline: Tier I Campus in the top 25% of Comparable Schools for all tests taken. Or Tier II Campus in the top 50% of Comparable Schools for all tests taken. Target: Top 10% of Comparable Schools for all tests taken.	Tier I $2,000 Or Tier II $1,000 All award amounts listed above include TRS benefits and Tax Deductions

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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	Total Amount Budgeted
1.	Mathematics/ To improve teacher quality	$8,200	$	$8,200
2.	Science/ To improve teacher quality	$8,200		$8,200
3.	Reading ELA/ To improve teacher quality	$8,200		$8,200
4.	Bi-lingual ESL/ To improve teacher quality	$8,200		$8,200
5.	Early Childhood/ To improve teacher quality	$8,200		$8,200
6.	Social Studies/ To improve teacher quality	$8,200		$8,200
7.	Classroom and Behavioral Management / To improve teacher quality	$8,200		$8,200
8.	Conflict Resolution / To improve teacher quality	$8,200		$8,200
9.	Technology Integration/ To improve teacher quality	$8,200		$8,200
10.	Leadership Effectiveness Training	$8,200		$8,200
11.	Region I TEEM Services	$4,800		$4,800
12.	Instructional training for Special Education	$8,200		$8,200
	Professional and Consulting Services Less than $10,000		$	$95,000

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

1. 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:		$	$	$

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

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

2. 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:		$	$	$

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:			$95,000
Subtotal of Professional and Consulting Services Greater than or Equal to $10,000:			
Remaining 6200- Professional and Contracted Services that do not require specific approval:			$55,000
Grand Total:			$150,000

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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				$	$
	#	Type	Purpose	Quantity		
	1					
	2					
	3					
	4					
	5					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					

	Pre-Award	Total Budgeted
Total Supplies and Materials Requiring Specific Approval:		
Remaining 6300- Supplies and Materials that do not require specific approval:		$1,749,178
Grand Total	$	$1,749,178

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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)	$	$ 35,000
	Specify purpose: Professional development trainings, sessions and workshops.		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Hands on minds on educational excursions		$45,000
	Specify purpose: Educational enrichment including UIL competitions, Fine Arts, Science, Math, Reading ELA, and Social Studies		
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)		$25,000
	Specify purpose: Parental Educational Enrichment – seminars, trainings and workshops		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		$15,000
	Specify purpose: Leadership Effectiveness workshops, seminars, and trainings		
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) For district printing costs		$10,000
	Specify purpose: Parental Notifications Letters, special event programs, and other publications as needed		
	Total 64XX- Operating Costs Requiring specific approval:		$130,000
	Remaining 6400 – Other Operating Costs that do not require specific approval:		$507,500
	Grand Total	$	$637,500

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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	Library Books				$55,000
2	Reference Materials/Periodicals/Audio Books/Instructional Based Videos/eBooks/Professional Reference Material				$45,000
66XX/15XX- Technology Hardware - Capitalized					
2	Interactive response system	$1,195	15		$17,925
3	Notebooks	$600	700		$420,000
4	Teacher Laptops	$1,500	67		$100,500
5	Color Printers	$1,000	67		$67,000
6	Scanners	$150	67		$10,050
7	Teacher Laptop Speakers	$100	67		$6,700
8	Digital Cameras	$200	67		$13,400
9	Desktop PC for Support Staff	$1,500	12		$18,000
10	Flip Cam corders	$280	67		$18,760
11	Ipads (2 class sets)	$900	50		$45,000
12	I touches 64gb (Class set for Fine Arts)	$400	30		$12,000
11	IPod audio system	$500	1		$500
12	Ipod Key Board	$69	50		$3,450
13	Wireless Portable PA System	$910	3		$2,730
14	All Pro-Sound System	$10,998	1		$10,998
15	Poster Maker	$8000	1		$8,000
66XX/15XX- Technology Software- Capitalized					
12	Brainpop License for three years	$1,250	3		$3,750
13	A – Z Learning 35 @ $350 * 3 years	$350	105		$36,750
14	Kid Pix Site License	$650	5		$3,250
15	CORE	$25,000	3		$75,000
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Computer Tables	$350	30		$10,500
20	Netbook Storage cabinet	$2,000	20		$40,000
21	Paper shredders	$400	67		$26,800
22	Writing centers	$399	17		$6,783
23	Big Book Center	$199	20		$3,980
24	Teaching Center	$529	20		$10,580
25	Mobile Listing Center Tables	$299	24		$7,176
26	Classroom Furniture (Tables and Chairs)	$1,540	65		$100,100
27	Large Capacity Laminator	$3,000	9		$27,000
28	Cricut Expression Machine	$350	12		$4,200
29	Speaker's podium	$7,000	1		$7,000
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
Grand Total					
	Total 6600/15XX- Capital Outlay Costs:				$1,217,882

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SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 County-District No.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 County-District No.

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E. **Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.

F. **State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.

G. **Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.

H. **Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.

I. **Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.

J. **Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.

For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.

K. **Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered 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, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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L. Financial Management and Accounting: Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).

M. Expenditure Reports: Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.

N. Refunds Due to TEA: If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.

O. Records Retention: Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.

P. Time and Effort Recordkeeping: For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.

Q. Forms, Assurances, and Reports: Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.

R. Intellectual Property Ownership: Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 County-District No.

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

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

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

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

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

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

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

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

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

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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: <u>No</u> 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;
2. **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;
3. **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;
4. **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, <u>Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:</u>
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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SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 County-District No.

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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).

3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).

4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).

5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

EE. Payment for Services: Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

FF. Family Code Applicability: By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

GG. Interpretation: In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

HH. Registered Lobbyists: No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

II. Test Administration and Security: This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

JJ. Social Security Numbers: Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.

KK. Student-identifying Information: Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

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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.

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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.

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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.	RFA 701-10-112 240901 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   11/89
As amended by the Texas Education Agency   03/90

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

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SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY

Standard Application System

School Years 2010-2013

240901

County-District No.

Texas Title I Priority Schools Grant

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of $100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.) **Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

Federal Program:

Name:

1. Type of Federal Action	2. Status of Federal Action:	3. Report Type:
[B] a. Contract b. Grant	[A] a. Bid/Offer/Application b. Initial award c. Post-award	[A] a. Initial filing b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report:

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:
[ ] Subawardee Tier (if known): _____ Congressional District (if known):	Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 2Ꞗ

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:	Scott Roberts		
Title:	Grant Writer/Research Analyst		
Telephone#:	956-795-3394	Date:	5-21-2010

Federal Use Only:

Standard Form LLL

Texas Title I Priority Schools Grant

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

A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.

C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.

D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.

F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.

G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.

H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.

I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].

K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).

L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.

M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

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SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 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	240901 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 an 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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SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	240901 County-District No.

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    (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

    (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

    (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

    (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.

2) The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.

4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.

5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.

6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.

7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.

9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.

10) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.

12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.

13) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.

14) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.

15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.

16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.

17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.

   a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

   b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;

      1. Screen all existing staff and rehire no more than 50 percent; and
      2. Select new staff.

   c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

   d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

   e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

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

    f.   Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

    g.   Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

    h.   Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

    i.   Provide appropriate social-emotional and community-oriented services and supports for students.

18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.

    1.   Any of the required and permissible activities under the transformation model; or

    2.   A new school model (e.g., themed, dual language academy).

19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.

    a.   Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

    b.   A grant for school closure is a one-year grant without the possibility of continued funding.

20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.

    a.   Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

    b.   Enroll, within the grades it serves, any former student who wishes to attend the school.

21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.

    1.   Develop and increase teacher and school leader effectiveness.

        (A)   Replace the principal who led the school prior to commencement of the transformation model;

        (B)   Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

            (1)   Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

            (2)   Are designed and developed with teacher and principal involvement;

        (C)   Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

        (D)   Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

        (E)   Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

    2.   Comprehensive instructional reform strategies.

        (A)   Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

        (B)   Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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Individual students.

3. Increasing learning time and creating community-oriented schools.
   - (A) Establish schedules and strategies that provide increased learning time; and
   - (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
   - (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
   - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
   - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
   - (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
   - (B) Implement a schoolwide "response-to-intervention" model;
   - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
   - (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
   - (E) In secondary schools--
     - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
     - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
     - (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
     - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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(A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.

25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implement a per-pupil school-based budget formula that is weighted based on student needs.

Statutory Program Assurances

1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.

2) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.

3) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.

4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.

5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.

6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

   a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:

   i. Comprehensive Needs Assessment process.
   ii. Establish the grant budget by the required categories.
   iii. Identification and Selection of the intervention model.
   iv. Development of activities to implement selected intervention model.
   v. Development of Timeline of Grant Activities.

2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.

3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.

5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.

6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.

7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.

8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.

   1. Develop and increase teacher and school leader effectiveness.

     A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.

     B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

     C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

     D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:

        1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

        2. Are designed and developed and with teacher and principal involvement

   2. Comprehensive instructional reform strategies.

     A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

     B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

   3. Increasing learning time and creating community-oriented schools.

     A. Establish schedules and strategies that provide increased learning time; and

     B. Provide ongoing mechanisms for family and community engagement.

   4. Providing operational flexibility and sustained support.

     A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

     B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

     A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

     B. Institute a system for measuring changes in instructional practices resulting from professional development; or

     C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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12) An LEA **may** also implement comprehensive instructional reform strategies, such as--

   A.   Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

   B.   Implement a school wide "response-to-intervention" model;

   C.   Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

   D.   Use and integrate technology-based supports and interventions as part of the instructional program; and

   E.   In secondary schools--

      1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

      2) Improve student transition from middle to high school through summer transition programs or freshman academies;

      3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

      4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

   A.   Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

   B.   Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

   C.   Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

   D.   Expand the school program to offer full-day kindergarten or pre-kindergarten.

14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—

   A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

   B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.

   a.   Number of minutes within the school year.

   b.   Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.

   c.   Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)

   d.   College enrollment rates. (High Schools Only)

   e.   Teacher Attendance Rate

   f.   Student Completion Rate

   g.   Student Drop-Out Rate

   h.   Locally developed competencies created to identify teacher strengths/weaknesses

   i.   Types of support offered to teachers

   j.   Types of on-going, job-embedded professional development for teachers

   k.   Types of on-going, job-embedded professional development for administrators

   l.   Strategies to increase parent/community involvement

   m.   Strategies which increase student learning time

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

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

Terms defined:

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

RECOVERY FUNDS —The term "recovery funds" means any funds that are made available from appropriations made under the Recovery Act.

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

For grants that equal less than $25,000 in total grant award amount or for grantees that in the previous tax year had gross income under $300,000, amounts will be reported in the aggregate according to the following:
   a. The total number of grants awarded less than $25,000 (TEA will have this information file)
   b. The total award (aggregate) amount for all grants less than $25,000 (TEA will have this information on file)
   c. The total (aggregate) amount paid to grantees for all grants less than $25,000 as of date of report (TEA will have this information on file)

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

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

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

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

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).

2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).

3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).

4. **Access of Offices of Inspector General to Certain Records and Employees**: With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).

5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

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

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

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

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds**. TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.

2. **Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.

3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

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4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).

5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.

6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).

7. **Wage Rate Requirements for Contracted Laborers and Mechanics– Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

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

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

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