

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Lyford CISD Organization Name	245-902 County-District#
		Lyford High School Campus Name	001 Campus Number
		9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	☐
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	☐	☐
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
Eduardo		Infante	Superintendent
Phone	Fax	Email	(ferred)
(956) 347-3900	(956) 347-5588	Eduardo.infante@lyfordcisd.net	

Only the legally responsible party may sign this application.

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

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

701-10-112-117

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 ☐	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.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Lyford CISD					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 220		Lyford	TX	78569	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
Tx-027	049222193	5FGA6	482862003241		
Campus Name			County-District Campus Number		
Lyford High School			245-902-001		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 220	(956) 347-5588	Lyford	TX	78569	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Irma		Mondragon	Admin. Curriculum and Instruction		
Telephone	Fax	Email			
(956) 347-3903	(956) 347-5588	irma.mondragon@lyfordcisd.net			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 220		Lyford	TX	78569	
Secondary Contact					
First Name	Initial	Last Name	Title		
Dana		Yates	Principal		
Telephone	Fax	E-mail			
(956) 347-3903	(956) 347-5034	dana.yates@lyfordcisd.net			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Drawer 220		Lyford	TX	78569	

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.		
Allowable Activities		
Tier I and Tier II Grantees ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. Tier III Grantees ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements. The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.		

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	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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18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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

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

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2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 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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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).		
Lyford High School (LHS) serves the communities of Lyford/Sebastian amongst several other rural areas and encompasses 391 square miles. LHS has a student population of over 400, of which, 97.2% are Hispanic, 76.5% are Economically Disadvantaged and 69.6% are identified "at-risk." Although the over all student performance has improved and the campus met the state (AEIS) and federal (AYP) standards, areas of deficit still exist in student performance of Special Education and English Learners (EL). Data indicate only 20% of LEP (Limited English Proficiency), 53% of Economically Disadvantaged, and 39% of Hispanic students met the state (Academic Excellence Indicator System, or AEIS) standards for all tests taken. In addition, only 58% of all students met the state standards for all tests taken compared to 74% of the state. This is a concern for the campus and must be addressed to ensure all students are successful on the required state and federal assessments for all content areas and receive high quality instruction to meet college readiness standards. Based on student performance, Lyford High School is an identified Tier III campus and is on the School Improvement Program required to receive technical assistance based on previous student performance. Lyford High School did not meet federal (adequate yearly progress, or AYP) standards in the areas of mathematics for two consecutive years, 2007 and 2008. Based on the deficiencies exposed through AYP in mathematics and the inability for the campus to make gains in Special Education and EL performance, the district began the initial stages of intensive campus reform. In 2009, the Board of Trustees approved the Superintendents recommendations for replacing the campus principal, assistant principal and instructional facilitator. The Board of Trustees has charged the LEA and the campus with not only increasing student performance but also with graduating all students college/career ready. By June 2013, LHS will implement the 7 critical success factors so that 100% of student subgroups (special education, EL, migrant, etc.) demonstrate one-year of annual growth in reading, math, and science based on TAKS data. LHS proposes the following school improvement activities to address this goal: - o Implement a schoolwide Response to Intervention (RtI) model. - o Implement systemic schoolwide instructional reform for ELs. - o Increase teacher effectiveness to implement <u>with fidelity</u>, a concept-based curriculum. - o Implement coaching to increase leader effectiveness of the campus leadership team. - o Increase the capacity of teachers/administrators to utilize data analysis utilizing web-based data management. - o Implement a positive behavior support system to increase teacher effectiveness and a safe learning environment. - o Train professional staff in implementing the Professional Teaching and Learning Cycle (PTLC) as a foundation for professional learning communities focused on student success. - o Implement flexible scheduling to accommodate RtI intervention periods, increase learning times and student participation in co-curricular and extra curricular experiences. - o Establish a family engagement resource center and professional services in multiple languages.		

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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											117	117	85	129	448
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	117	117	85	129	448
Total Instructional Staff														39	
Total Support Staff														21	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS Reports (2007, 2008, 2009) / AYP Reports (2007, 2008, 2009) / AP/ACT/SAT/Graduation Rates														
2	Campus Reports: attendance, discipline, six weeks grades, retention, professional development history														
3	PEIMS Data (2006-2009)														
4	Perceptual Data (Teacher, Student, Parent Surveys) September 2009 and April - May 2010														
5	District and Campus Improvement Plan (2009-2011)														
6	School Organization: master schedule, course offerings, credit recovery														
7	Staff quality: recruitment/retention, teacher certification, teacher self-report; summative PDAS														
8	Inventory of campus technology, STAR Survey Results, District Technology Plan														
9	2009-10 Benchmark/testing data with emphasis on special education and ESL														
10	Parent/Community: SBDM minutes, parent meeting attendance records														

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Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
Upon notification of being identified as a TIER III school, eligible to apply for the TTIPS grant, the campus leadership familiarized themselves with the Region 20 Comprehensive Needs Assessment materials. During the second week of April, committees of staff were formed to review each of the eight focus areas (demographics, student achievement, school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school organization and technology). The committee members utilized the CNA tool to guide their work by gathering the data, reviewing data sources, and discussing the probing questions. Committee make-up included members of support staff, counseling staff, teaching staff and administrative staff. A teacher was assigned to act as lead with a clear purpose to determine the strengths and needs relative to their assigned focus area. As the committee members reviewed the data sources and held discussions around the probing questions, they determined what the most pressing needs were based on that data. In order to secure student input, four focus groups of 10-12 students (one group per grade level) were formed. Students in these groups were presented with the committee findings of the identified needs and were then asked for their perspective relative to these findings. All the findings were then incorporated into a campus needs assessment narrative. In addition, the campus needs assessment incorporated the findings of pre and post surveys provided through the Texas Turnaround Center's School Snapshot process and completed by teachers, students and parents, first in the fall of 2009 and again in April of 2010. On May 12th and 13th, the LEA provided a two day planning session designed to support campus leadership and committee members in the process of forecasting the campus needs for transformation. In attendance were the Superintendent, Curriculum Director, Federal Programs Coordinator, Curriculum Coordinator, Human Resources Director and Business Manager. The work session concluded with a LEA created timeline for identified needs and pre-scheduled dates for technical assistance from internal as well as external resources provided by the LEA. The pre-work that was prepared by these committees was presented to the entire staff on May 21st, which was a district staff development day dedicated to the review of this CNA narrative and discussion. This provided the entire staff with the opportunity to review the preliminary findings and have a thorough discussion of transformations needed for increased student achievement. Campus staff cross-referenced the eight focus areas in the CNA with the seven critical success factors to identify performance measures and activities to be utilized in the transformation process. This process included identifying work currently underway that leads to student success, the identification of work that is not producing success, and new work needed and projected to lead to success. Teachers and staff worked as integrated content teams and then shared the findings with their own departments. Within these departments, they utilized the information from the pre-work, the cross-referenced discussions and integrated team findings to identify and plan specific activities within their departments to contribute to transformation and ultimate student success. In addition, on May 21st, a community and parent focus group was convened and presented with the pre-work findings from the campus needs assessment. The participants were provided a series of guided questions to gain their perspective and ideas related to each of the critical success factors. The LEA and the campus staff worked collaboratively to complete the campus needs assessment, identify supports (both internal and external), create a timeline for transformation, and plan for short term, intermediate and long term goals which will ultimately lead to student success.		

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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	Campus Leadership Team/SBDM Committee		
2	Parent Focus Group		
3	Student Focus Groups		
4	Entire Campus Staff		
5	Community Members		
6	Central Office Staff (Superintendent, Curriculum Dir., Federal Programs Coord., Business Mgr. and Human Resources Dir.)		
7	Campus Administrator Mentor (CAM)		
8			
9			
10			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , 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.		
Lyford CISD is a recipient of funds from federal, state, and local sources for the purpose of administering various programs in order to meet federal and state accountability requirements. Currently, the district manages funds to educate 1559 students, of whom 82.62% are identified as economically disadvantaged. The district has experienced a decrease in funding. Even within these limitations of funding, the district has demonstrated its capacity to use federal, state, and local funds to provide adequate resources and improve student outcomes. See page 23 of this application for a listing of various funds and services presently administered by the district.		
The district will align all available funds and resources (federal, state, and local) with the school improvement intervention to meet student needs and to comply with federal and state mandates. The TTIPS funds will be used to		
• Operate the Office of School Improvement to support campuses undertaking the transformation process. • Fund improvement activities to be implemented by campuses, e.g., RtI, coaching • Develop locally assessment instrument for formative evaluations of teachers and principals. • Provide financial incentives/stipends for teachers whose implementation resulted in student growth based on TAKs scores, and retaining effective teacher. • Pay for travel to improvement trainings and meetings • Hire staff and consultants • Pay for site visits to high-performing campuses implementing the Transformation Model effectively • Purchase research-based instructional/intervention resources and tools • Provide professional development to build capacity • Acquire technology-based resources, e.g., software, hardware		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
Consultation with all stakeholders was conducted during the process of completing a thorough comprehensive needs assessment for LHS. Initially, the staff, student and parent surveys were gathered and a comparison of the results was made with results obtained last fall in an identical survey. In addition, focus group discussions involving both students and community members were conducted, where individual stakeholders were given the opportunity to share both concerns and accolades. Information regarding the intent to apply for this grant was shared at all focus group discussions, as well as during parent meetings and staff meetings.		
Students indicated that they would like to see change in the following areas: • Additional laptops, calculators and a better internet system. Several groups of students indicated that it would be nice to have laptops that could be checked out so that they could have access in completing homework; newer TV's in the classrooms. • Longer class periods in order to be able to conduct both science experiments and more time in completing practice math problems. • A more fair and consistent system to address behavioral concerns. Due to the perceived inconsistencies in dealing with violations of the behavioral code, students even mentioned that "favoritism" seems to be an issue. A type of "mini-court" utilizing a group of their peers was a suggestion. • Higher expectations for academic success and post-secondary goals. • More community involvement with the schools besides just "sports".		
Community members were invited to participate in a focus group and shared some of the following ideas: • In order to elicit more participation of parents, they suggested that the district might offer a variety of classes to help parents to better themselves, e.g. GED preparation classes English language classes, parenting classes, etc. • They believe that the offering of concurrent enrollment classes has been a good thing and would like to see that increase so that more students were being afforded the opportunity. • Even more emphasis on college preparation – involving the parents in gaining more information on how to help their children realize the funding and assistance that is available. • Increasing the number of students that participate in extra-curricular activities and electives such as band. They indicated that in the past 20 years there has been a sharp decline in the number of students who participate in these types of activities and felt that this may have an impact on the number of students who have post-secondary academic goals.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
Lyford CISD will modify its practices/policies to support the implementation of the transformation model and other school improvement activities. Listed below are concrete ways that the district will ensure full and effective implementation: 1. Develop, revise, adopt, and implement board policies to provide direction and procedures for the educational program. Specific areas to be addressed include a policy that requires an aligned written, taught, and tested curriculum for all subjects and grade levels, and a policy tied to the district long-range plan that directs professional development and coaching on effective delivery of curriculum. 2. Reorganize and clearly define roles and responsibilities of central office administrators regarding the development, delivery, monitoring, and evaluation of curriculum and instruction. a. The Director of School Improvement will be charged with coordinating efforts across the total the educational program. She will coordinate allocations for curriculum, instruction, assessments, supplemental programs, and interventions across the campuses. b. The Special Programs Coordinator will be responsible for managing the implementation, monitoring, and evaluation of all federal and state programs at the district and campus level. c. The Curriculum Coordinator will have responsibility for establishing procedures for supporting and monitoring the delivery of the curriculum and the design and implementation of a comprehensive student and program assessment system. d. The Administrator for Human Resources will revise teachers' job descriptions and appraisal instruments to include the expectation that teachers will teach the adopted curriculum, CSCOPE. A second task is to revise the principals' job description and appraisal instrument to include responsibilities for monitoring and evaluating progress toward achieving district and campus goals. A third task will be to assist with the development of a recruitment plan and retention of highly qualified staff. e. Administrator for Business Services will develop procedures for preparing adequate budgets at the district and site levels to support the curriculum delivery across all schools. In addition, she and the Special Programs Coordinator will both need to approve expenditures directed to identified student needs. 3. Revise the district improvement plan (DIP) to focus on the major district initiatives for improvement, such as full district-wide implementation of the CSCOPE curriculum. 4. Revise the principals' job descriptions and appraisal instruments to include responsibilities for implementing and monitoring progress toward achieving improvement plan goals linked to district's mission and goals. 5. Require revision of campus improvement plans (CIP) to reflect long-range planning and focus on a feasible number of goals and strategies linked to district's mission and goals. 6. Design and implement a comprehensive student and program assessment system that includes both formative and summative student performance data that provide measurable results. 7. Include provisions for ongoing, job-embedded professional development into district and campus improvement plans that focus on aligning curriculum, instruction, and assessment to state standards. 8. Provisions for infusing technology into the alignment process and for providing data that will help staff monitor the implementation and impact of improvement initiatives will also be included in improvement plans.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
Although student performance on the Texas Assessment of Knowledge and Skills has improved over the past few years, <u>achievement gaps persist between student groups, specifically special education students and English learners.</u> Additional steps need to be taken to accelerate the learning of struggling students and to set the standard for quality educational opportunities for all students.		
Presently Lyford CISD utilizes predominately federal and state funds to provide educational services to students. Local fund are utilized; however, due to the tax base revenue, such funds only account for 15% of the needed budget in the implementation of educational initiatives. The five state fund sources include (161) State Compensatory; (164) Special Education; (165) Bilingual; (167) Career and Technology, and (168) Gifted and Talented. These state funds are target-assistance funds serving students required to meet specific program criteria. Other fund sources used to meet student needs are: (394) Special Education; (401) Optional Extended Year; (404) Student Success Initiatives; (411) State Technology, and (428) High School Allotment.		
Federal fund sources that are used to supplement instruction for all students are: (211) Title I schoolwide; (244) Carl Perkins/CTE; (255) Teacher Principal Training and Recruitment; (262) Federal Technology; (279) ARRA Technology; (285) ARRA, and (266) Safe and Drug Free Schools. Additional federal fund sources that target and supplement special populations are: (212) Migrant; (213) Even Start; (263) Federal Bilingual; (274) GEAR-UP; (276) School Improvement Program, and (283) ARRA-IDEA. The discretionary grant fund sources include: (415) Pre-K; (428) TEEG-Elementary; (429) TEEG-Secondary; (429) Student Clubs; (429) Fitness Grant, and (409) Middle School Algebra.		
In the implementation of the TTIPS grant activities and timeline, the LEA will align resources and services to meet the seven critical success factors as outline by the TEA requirements. For example, the parent support specialist proposed in this application will be paid out of grant funds and supported by the outreach coordinator who is paid out of state-compensatory and federal funds. Additionally, professional development to address identified needs in this application will be funded through present federal, state and TTIPS funds.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
The TTIPS Project Manager, Irma Mondragon, has a wealth of experience from her thirty-six years as an educator in the Lyford CISD. She has successfully performed various roles in the district, including teacher, principal, and director of multiple programs. She has a reputation for being a responsible leader at the district and regional level and is knowledgeable about research-based practices, resources and tools for school improvement. In her years with Lyford CISD, Ms. Mondragon's primary focus has been on: • increasing the capacity of campus leaders to improve academic performance by increasing leadership effectiveness. Modeling good leadership, • establishing clear expectations for principals, • educating principals regarding accountability standards, • ensuring on-going follow-up and support for principal professional development, • creating a personal professional development plan, • analyzing behavior, actions, and systems in the district, • assessing and analyzing campus leadership capacity and potential, and • designing activities that will develop leadership in others and increase teacher quality. Ms. Mondragon has been involved in curriculum for twenty years and recently provided district leadership in preparation for the Texas Association of School Administrators (TASA) Curriculum Audit. She is currently addressing audit recommendations to improve instruction and student performance in the district. As Director of School Improvement, she will supervise the Special Programs Coordinator and Curriculum Coordinator in utilizing effective instruction and assessment tools, including a checklist to evaluate curriculum, student engagement, data usage, instructional progress, extended learning time, standards for behavior, lessons plans, assessment, and professional development. Ms. Mondragon has experience overseeing federal, state, and local programs. In her present position, she works closely with the Administrator for Business Services. Lyford CISD utilizes predominately federal and state funds to provide educational services to students. Local funds are utilized; however, due to tax base revenue, such funds only account for 15% of needed budget in the implementation of educational initiatives. Ms. Mondragon has served on state assessment committees, coordinated a Title VII grant at her campus as a principal, and oversaw district participation of Texas Rural Systemic Initiatives. In addition to her managerial experiences, she is adept in working with parents of special populations and collaborates with the Outreach Coordinator to assess campus needs, implement strategic steps, and provide support and resources to respond to parent and community needs.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
Reorganization: In March 2010, Lyford CISD embarked on reorganizing its central administration office to address district needs identified through the comprehensive needs assessment, external Small School Audit, and other needs sensing activities. Our goal is to clearly define the roles and responsibilities of central office administrators regarding improvement initiatives, including the development, delivery, monitoring and evaluation of curriculum and instruction. All central office administrators will share responsibilities for improving instruction and student performance. <u>The Office of Curriculum and Instruction has been renamed Office for School Improvement.</u> This reorganization will help ensure the capacity of the district to support school improvement activities and the Transformation Project efficiently and effectively.		
Management Staffing Features: The Office for School Improvement will support campuses undertaking the transformation process. Three departments under this office will provide additional supports: Special Programs, Curriculum, and Outreach offices. The special programs office will coordinate and evaluate programs and make recommendations as well as assist with the change process. The curriculum office will apply research and data to improve the content, sequence, and outcomes of the teaching-learning process; obtain and use evaluative findings, including student achievement data, to examine curriculum and instruction program effectiveness and to make recommendations. The Outreach office will coordinate efforts with parent, teachers, and site administration for the purpose of coordinating administrative activities.		
Roles and Responsibilities of Key Staff: • Irma Mondragon, M. Ed., will serve as Director of the Office for School Improvement, and report to the school superintendent, Mr. Eduardo Infante. She will provide conceptual, managerial, and fiscal oversight; serve as primary liaison with the TEA and SIRC Transformation Project Office. Mrs. Mondragon is the point person responsible for the daily operation and coordination of the district's Transformation Project, and serves as the district change agent for staff and parents. Her responsibilities include: coordinating specific project-related planning and service activities, organizing and leading regular communications with staff, providers/partners, and the community. • Senaida Garza, will serve as the Special Programs Coordinator. She will serve in a leadership capacity within district and campus to ensure implementation of federal programs, guidelines and specifically address the achievement gap of federal programs with the transformation model. • Mary Soto, will serve as Curriculum Coordinator. She will assist curriculum facilitators and their respective campuses for the purpose of developing and coordinating district curriculum objectives. In addition, she will schedule regular meetings with campus administration and personnel to ensure the seamless connection between curriculum and assessment. • Pilar Trevino, degree will serve at the Outreach coordinator. She will facilitate administrative processes, provide information on service available to eligible students and families, convey information regarding school and/or district activities and procedures, and refer families to other agencies.		
The Administrator for Business Services, Melinda Chapa and Administrator for Human Resources, Rolando Flores will provide support in removing financial and hiring barriers that hinders the transformation process.		
Management Structure Features: An important element of our district's school improvement office and Transformation Project will be its linkage and collaboration with the School Improvement Resource Center (SIRC), Region I Education Service Center (ESC), and the Texas Education Agency (TEA). Lyford CISD recognizes that a Texas Transformation Project has been established through SIRC, TEA's technical assistance structure for Title I schools in Texas. Lyford CISD will adopt the Texas Transformation Model, and our district's Office of School Improvement staffs will utilize the services, participate in the various activities, communications, and meetings needed to support progress in planning and decision-making.		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
To ensure program continuation and sustainability after the TTIPS funding ends, Lyford CISD has focused on reorganizing internal structures for support and oversight, clarifying roles and responsibilities of district leaders, aligning district and campus improvement plans, and providing professional development to address identified needs. These strategies require little or no additional funding and can thus sustain improvement after TTIPS funding ends. Lyford CISD has reorganized its internal structure, using existing staff, to improve its support to staff and students. The Director of School Improvement will now oversee and coordinate the work of the Special Programs Coordinator, Curriculum Coordinator, and Outreach Coordinator. The Special Programs Coordinator will ensure that special populations receive their allotted supplemental resources to enable them to meet or exceed learning expectations. This coordinator will also oversee early intervention services and collaboration among regular education, special education, and bilingual education teachers. The Curriculum Coordinator will work closely with campus leadership teams (lead teachers and facilitators) that will then meet regularly with grade level teams and departments to ensure that each campus group has the necessary knowledge, skills, and resources to accomplish its work. The Outreach Coordinator will lead the planning and implementation of research-based practices that increase parent and community engagement with the district and its schools. This district reorganization and role clarification is a vital prerequisite for coordinating and sustaining improvement efforts and can be accomplished with no additional cost to the district. Lyford CISD leaders recognize that students' academic success is dependent upon the qualifications and effectiveness of the instructional staff. Each campus School Improvement Grant (SIG) application submitted by the district includes research-based initiatives that require extensive professional development. The district will use SIG funding to provide ongoing, job-embedded professional development in areas critical to increased student performance: curriculum alignment (CSCOPE), data analysis (Data Management for Assessment and Curriculum), instructional effectiveness (differentiated instruction, classroom walkthroughs and coaching), collaboration (professional learning communities), and instructional leadership (coaching). When monitored effectively, professional development in these areas has a lasting effect on teacher quality and offers many opportunities for the district to provide a quality education for all students. Furthermore, the district has plans in place to ensure that professional development is targeted to identified needs at the campus level. In 2009-2010, the district allocated \$138,876 to increase the knowledge and skills of professionals and paraprofessionals to more effectively meet student learning needs. For example, the district has identified 28 professional staff to attend the CSCOPE state conference in the summer of 2010 with follow-up plans for these staff and Region 1 ESC staff to lead the curriculum training for the entire Lyford professional staff in the coming school year. The TTIPS application process has enabled Lyford CISD and its campuses to look closely at its current status in relation to the seven critical success factors listed in the grant application. The district is taking intentional actions to investigate how research-based strategies for each of these factors can be included in its improvement plan. The district is also assuming a proactive role in guiding campuses to include these factors in their plans and to make certain that the district and campus plans complement and support one another. Lyford CISD thus has the capacity to support and sustain improvement efforts after the SIG funding ends by maintaining an organizational structure that coordinates improvement efforts, ensuring that leaders perform their roles and responsibilities, continuing the alignment of district and campus improvement plans, and providing professional development that targets identified needs.		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
External providers must assist the district in achieving desired outcomes in the seven critical success factors: academic performance, teacher quality, school climate, leadership effectiveness, use of quality data to drive instruction, parent/community involvement and learning time. On May 18, 2010, the CISD superintendent, administration staff, campus principals, and leadership team members met to determine the best-fit partners/technical assistance providers, intervention model, and improvement activities. At this meeting, we discussed • each recommended improvement activity, • possible internal and external providers/partners (e.g., school staff, district staff, TEA, ESC, SIRC, nonprofit TA providers, university staff, consultants, parents and community groups), • services to be provided, • rationale for selecting internal and external provider/partner, • provider/partner experiences, • roles (leading or supporting) of the internal and external provider/partner relative to the implementation of the intervention and improvement activities, • performance expectations for each partner/provider, with quarterly benchmark that will be included in contracts, • how Lyford CISD will promote working relationships among the groups and external partners/providers committed to the intervention, and • how Lyford CISD will monitor the implementation of services by external partners/providers. The district reached consensus to contract with the School Improvement Resource Center (SIRC), Region 1 ESC, and SEDL if we are awarded the TTIPS grant to implement Transformation Model. Lyford will utilize the SIRC as a primary technical assistance provider. SIRC will provide the district and schools with information, clarification, resources, and technical assistance regarding the school improvement process. The School Improvement Resource Center will also provide assistance in increasing leadership capacity in administrators, and building knowledge of content and instructional strategies in teachers. Lyford CISD will utilize Region 1 ESC to assist with the Transformation To Educational Excellence Model (TEEM) Framework. TEEM is a comprehensive framework for systemic support of school districts and campuses implementing a transformational model to dramatically improve student achievement. Through TEEM, Region One ESC will focus efforts on providing research-based instructional practices and programs utilizing systemic approaches that address key elements of principles of performance excellence in high achieving systems. The TEEM framework has been cross-referenced with the Critical Success Factors in the TTIPS Grant. SEDL is a private, non-profit corporation located in Austin, Texas. SEDL's primary efforts are in five program areas: improving school performance, strengthening teaching and learning in content areas, integrating technology into teaching and learning, involving family and community in student learning, and connecting disability research to practice. The corporation is committed to long-term, systematic solutions derived from research, development, evaluation, information. Its professional services are grounded in research and tailored to meet districts' improvement needs. Lyford CISD has worked successfully with SEDL on the implementation of RTI. Other external providers may be identified to help the district and schools address critical success factors such as data-driven instruction curriculum alignment, coaching, monitoring, and differentiated instruction.		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
In planning for site visits, a three part strategic process will be used. Current practices at each campus will be analyzed using the four step process below. Step One: All campuses, with the assistance of the Office of School Improvement, will analyze current practices at each campus level to identify processes and procedures that are successful. Step Two: Examine curriculum, data gathering processes, professional development systems for communication, collaboration and monitoring (walkthroughs). Step Three: Analyze current practices at the teacher level. Step Four: Examine processes on campus to ensure the TEKS are taught at TAKS rigor. In addition, as part of the process, the Office of School Improvement (OSI) will assist campuses in selecting questions aligned to each step. OSI has a bank of questions for each step; after questions are selected, the OSI will work with Region One ESC Support Team leaders to select sites for visits. Campus visits will be scheduled with the expectation that the team will ask about specific practices that will provide each campus with processes and procedures to build upon. It is expected that upon returning to the campus, the team will debrief with campus leadership teams. Office of School Improvement will be a part of the debriefing framing questions: who (campus visited); what are the answers to the questions; how can we use what we learned, and what are the next steps.		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (Is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
Lyford CISD will not be applying to serve Tier I schools because all campuses at Lyford CISD TEA identified Tier III schools. Lyford CISD will serve all of its campuses.		

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Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> 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 <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> ☐ The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
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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.		
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During the 2008-2009 school year, the district began initial discussions regarding the need for school transformation. It was determined that based on student achievement data and perceptual data that change at the high school campus was needed. At the end of the 2008-2009 school year, the Superintendent of Schools began the process by placing a new administration at Lyford High School to plan and begin in August, 2009. This included a new principal who had seven years of highly successful experience transforming other secondary campuses, leading change in instructional theory as well as implementation and increasing scores in key areas of math and science. In addition to her successful work as a principal in transformed schools, she had demonstrated strengths in the area of collecting and utilizing data for instructional change, implementing structures, procedures and processes that led to a student-focused environment and building leadership within campus personnel. Upon being placed at the high school campus, the principal was given the authority by the district to select and fill key positions including department heads, the instructional facilitator and the assistant principal. The new Assistant Principal selected had been a math teacher at the High School from 1998-2004 and spent five years as the T-STEM Program Director at the Region One ESC. In addition to her work in T-STEM, the Assistant Principal also led a team focused on utilizing the SEDL model for Campus Turn Around and provided technical assistance in six school districts in high school reform models. The new administration team at the high school is both highly motivated, knowledgeable and successful individuals who spent their first year on the campus already beginning some of the components included in the Texas Transformation Model. In reviewing the models with the LEA staff, the campus leadership team determined that they had begun the process of the comprehensive needs assessment process during the early fall when they held their "late" summer planning academy. In utilizing the <i>CIT/SPA Tool</i> during that planning academy, the staff had made a tremendous start at becoming familiar with Victoria Bernhart's work on the use of data and the four types of data to review. Demographic, student achievement and school process data were all collected and preliminarily reviewed, and the first staff, student and parent surveys were conducted in September, which gave them their first piece of perceptual data. It was through this process that the staff identified several key strategies and interventions to put into place during the 2009-2010 school year. While state assessments have improved over the past few years, all students have not experienced success. Students in both the Special Education program and the Bilingual program are still not able to meet the proficiency standards on state assessments. At some grade levels, more than half the special education students are taking the TAKS-Modified or TAKS-Alt rather than the regular TAKS or TAKS Accommodated. This indicates that the instructional program for their Special Education students is not providing them with on level TEKS instruction and they continue to fall behind. The data from the feeder Middle School indicates that • there are 15 special education students currently enrolled in 8th grade who will be part of next year's 9th grade class and of the 15 students, 11 took either the TAKS-M or TAKS-Alt. • The 7th graders include 8 special education students and <u>all</u> of them took either the TAKS-M or TAKS-Alt. • The sixth grade currently has 16 special education students and 7 of those students took either a TAKS-M or TAKS-Alt. At the high school, almost all special education students are enrolled in regular classes in an <i>inclusion</i> setting. As these students enter from the middle school, they will clearly have difficulty in meeting success in these regular classes and on the TAKS or End of Course exams. In addition, there are currently 13 ESL students enrolled at the high school, with 11 entering from the middle school during the next two years. Combined, the special education and ESL students make up 15% of the total student population at Lyford High School. The LEA, campus administration and staff understands the urgency to make significant changes to the special population programs in order to impact this percentage of students who are not meeting with success. In addition, the general population of students continues to perform below state passing rates by 12 percentage points in both math and science.		

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To address the instructional program and improve academic performance specifically, the campus plans to implement the TTIPS Transformation Model which will include: • technical support offered through the School Improvement Resource Center (SIRC), • services offered through the Region One Education Service Center (ESC 1), • expertise of outside consultants for each of the four core content areas, • staff development assistance from the Texas Comprehensive Center at SEDL, and • acquiring the services of a newly hired School Improvement Facilitator (SIF) to guide and coordinate all initiatives and services related to the TTIPS grant. With the assistance of all of these partners, the campus proposes to implement activities focused on improving the quality and capacity of the instructional staff, the instructional program and the services offered to all students, and engaging parents/community members in providing a quality, rigorous and well defined program of study for every student enrolled in Lyford High School. The size of the campus offers the opportunity to build a program promoting a high degree of individualization for all students, which research tells us is associated with higher success rates. This individualization will come as a result of the improved instructional and planning skills that the teachers develop, as well as the changes which will be made to the operation and scheduling of the learning time. At the onset in year one of the grants, the campus intends to hire a School Improvement Facilitator (SIF) whose role will be to guide the implementation of all grant activities, assuring that the goals which have been outlined are closely monitored and that the staff receives training, support and resources required to reach those goals. This individual will work closely with both leadership and instructional staff in developing a system which will lead the campus toward being data driven in all decision making. The district utilizes the DMAC data management system, however, currently only the administration has access to retrieving this data and providing reports to the staff. The goal is to train all professional staff and build their skills to be able to retrieve, organize and understand data so that dialogue occurs around instructional needs is supported by the data they are collecting and instructional changes are made according to student needs. Led by the campus administrative team, department heads, and the newly hired SIF, effective data analysis will become the central point of all decision making and instructional planning. The administrative team will utilize Region One ESC, to provide on-site professional development for DMAC as well as technical assistance in the Effective Use of Data Management Systems. As an end result of this analysis and planning each core area will become proficient in the use of DMAC, thus reducing turnaround time after assessments are completed. In addition to Data Management and Analysis, the SIF will also act as a liaison between the campus principal and SEDL for the implementation of the "Professional Teaching and Learning Cycle" (PTLC), a strategy for ongoing, job-embedded professional development. This process is focused on formative and summative student assessments as a structure for studying lesson delivery, providing the staff with a structure for collaboration on teaching and learning and ultimately creating Professional Learning Communities (PLC) which are dedicated to student achievement. Training on the PTLC process will be contracted through SEDL, and implementation with the staff will be led by the SIF. Though the staff began the process of meeting during common planning periods this year, they lacked a structure for these meetings, so the impact on student achievement was not maximized. The teachers were not able to get past looking at test results and discussing remedial interventions for those students who were not being successful. The PTLC will guide them through the actual 1)study of the state standards 2) selection of research based strategies and resources which will address the objectives to be addressed, 3) planning of a formal lesson together, agreeing on the type of student work they will collect and share, 4)implementation of the lesson as planned by each teacher, 5)regrouping to analyze a sampling of the student work for evidence of learning, and 6)time to reflect and adjust looking at alternative instructional strategies or modifications to better promote student learning. The training and implementation of the PTLC will begin in the fall of year one and become the lead job-embedded method of staff development for the campus as both the SIF and the outside contracted content area consultants will work with the teachers during planning periods utilizing this strategy.		

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Due to the size of the district, Lyford High School does not have access to content area specialists for on-going assistance throughout the year. Due to this need, the current administration implemented a strategy that allowed outside consultants to work directly with teachers in the planning, assessing and implementing of content-related strategies. During year one of the grant, this strategy will be continued and extended into all four core areas. These specialists will assist the teachers in the development of their six weeks benchmark tests, data analysis and increased student engagement and success. They will conduct classroom observations, provide model lessons, assist the teachers in implementing the C-Scope curriculum, work with teachers in assuring curriculum is aligned to instruction and assessment and provide strategies for teachers in differentiating their instruction for the special education and ESL students. In addition, they will also work with the teachers to develop content academies to be offered to students for both enrichment and remediation during extended and flexible learning opportunities. All work of the specialists will follow the PTLT process in order to connect the work that they do to the job-embedded staff development process that the campus is striving to implement. Teachers and content area specialists will also work together to create formative benchmark assessments and will utilize the data from these assessments to drive their curriculum and lesson planning every six weeks. As a campus, the third instructional transformation that must occur is the way in which the inclusion model is implemented at the campus level. Currently, the campus inclusion teachers (2 for Special Education and 1 for ESL) have been assigned to "co-teach" with the regular education teachers; however to date, none of the content or inclusion teachers have been trained on proper research-based implementation. Currently, Inclusion Teachers are assigned to classrooms based on IEP's and provide student assistance on assignments. Actual "co-teaching" and "co-planning" of lessons does not currently occur. As a campus, the teachers and administrators have identified proven resources to assist in inclusionary methods as well as student assistance. Over the next three years, the campus will utilize ESC 1 for job-embedded professional development to address the needs of special populations as well as work with the Texas Comprehensive Center at SEDL to implement RTI which has already been conducted and implemented at the elementary and middle school campuses within the district. In addition to ESC 1, content specialists and SEDL, over the course of the three year grant cycle, teachers and administrators will develop long term professional development plans that include on-line, regional, state and national level professional development and conferences specifically aimed at improving their knowledge and skills within each of the Critical Success Factors. Teams of staff will be developed according to the Comprehensive Needs Assessment (CNA), to gather information, attend trainings and act as experts for the remainder of the staff. For example, a campus team will be created to specifically focus on the development of a comprehensive plan for improving inclusion instruction throughout the campus. In order to determine the effectiveness of the aforementioned activities, in partnership with the LEA, the campus leadership will work to research, review and develop a classroom observation form. Observation of classroom instruction and student engagement will be conducted in a manner whereby the observer and teacher can discuss instruction in an instructional coaching manner focused on improved student achievement. While serving as an evaluation instrument, the observation form must also work to promote open communication and opportunities for reflection on teaching and instructional strategies. The first year of the grant, campus leadership will elicit the assistance of both SIRC staff and ESC staff to identify models of classroom observation which have been proven to be successful in providing opportunities for reflection and coaching. This may involve visits to other campuses to discuss their successful evaluation protocol, and it may also involve training by ESC and/or SIRC staff. The campus leadership is committed to the development of an evaluation method that will assist teachers in learning to evaluate their own instruction and work with the leadership on methods of continuous improvement. During years two and three, the evaluation instrument will be utilized with the teachers and a thorough evaluation of the impact that it has on the efficacy of the teachers will be conducted. Currently the campus utilizes a traditional bell schedule consisting of eight - 48 minute periods, 1 - 30 minute advisory period and relying on remediation and acceleration of students to occur outside the 8 hour school day (7:45 - 3:56 with a 30 minute lunch). Due to the rural setting and low socio-economic status of the campus, some students travel up to		

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30 miles one way to attend school, making after school and Saturday instruction difficult to attend due to distance and transportation. The CNA has shown the need and desire by students and teachers to change the bell schedule to an alternating block schedule. The campus will begin training teachers in August of 2010 in maximizing the block schedule and will begin implementation with the start of the 2010-11 school year. By modifying the existing bell Schedule, the following will occur:

- (1) Students who are in need of individual tutoring will be able to utilize current transportation provided by the LEA to attend a zero period from 7:45 am – 8:55 am, allowing for an **additional 300 minutes of instruction weekly** as needed.
- (2) Teachers who are not providing assistance to students during the zero period will be able to meet with content specialists/coaches.
- (3) Content academies can be scheduled in blocks varying between 90 and 360 minute increments through flexible scheduling when students are in need of concept development.
- (4) Teachers who have been trained in college entrance exam preparation will utilize the zero period and blocks matching to off-campus concurrent enrollment classes to increase student performance (**currently 1.9% of students meet this criteria compared to 27.2% throughout the state**).
- (5) Teachers in science courses and CTE will be able to extend labs and expand on learning opportunities for the full 90 minutes.
- (6) Teachers in ELA will be able to provide writing labs for students who score low on TAKS. And (7) Through flexible scheduling of students, teachers will be given extended opportunities for job-embedded professional development within the work day.

In addition to instructional improvement and flexible scheduling, the CNA indicates a need for a systemic method for behavior management. Through a partnership with Region One ESC, the campus will implement Positive Behavior Supports which will be utilized as a basis for behavior intervention plans, communication with parents regarding student behavior and consistent expectations and consequences in every classroom. All teachers, paraprofessionals and administrators will be required to attend and implement strategies as needed for systemic implementation. As a campus the focus areas will be on changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Through implementation over the course of the three years, it is expected that there will be a reduction in the current 363 discipline referrals. In addition, this strategy in conjunction with new teacher mentoring through campus leadership and ESC 1 will provide classroom supports for teachers with less than 3 years experience.

As a district, the need for increased community and parental involvement has been an ongoing concern related to college readiness, career readiness, and student achievement. Currently at the campus there are approximately 4 evenings a year for parents to be involved and only through the existing partnership with the local technical school are community or IHE's involved with the campus. The campus has developed a two pronged approach to working with parents and community members for increased participating and student achievement. In the area of parental involvement, the LEA will work with the campus to hire a highly-qualified professional to act as a liaison and to implement a parent-to-parent model for the education and dissemination of information. By utilizing three existing community centers, the highly-qualified professional will be charged with training a core team of parents in areas such as but not limited to: state assessment reports, college entrance requirements and supporting students in high school. The parent liaison will act as a pathway for communication for parents reaching out to the campus to address student needs as well as assisting in the monitoring of student attendance. In addition, the LEA will provide the campus, a social worker to assist the highly-qualified professional liaison and intervene in such incidence as student pregnancy, medical leave from school and connecting parents and students with external community partners for social and economical needs.

During the planning process for the TTIPS application, a community focus group was established. The participating community members indicated that they viewed the campus as the center for activities within the district boundaries. Based on recommendations by the focus group, the campus, in conjunction with the LEA will identify key partnerships

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Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
such as business, IHE's and non-profit organizations to provide students with paid and unpaid internships upon the completion of a CTE pathway, increase the number of concurrent enrollment courses being offered in both academic and technical areas as well as community education events related to health, education and careers. As previously stated, the campus began the year by conducting a School Improvement Planning session. During that time surveys indicated that teachers and students were not satisfied with the climate of the campus. Dissatisfaction was attributed to the lack of transfer of leadership to both teachers and students, as well as the lack of opportunities for all stake-holders to provide input, identify personal goals and implement a variety of programs. Based on this identified need, the campus proposes to implement the following student led organizations: (1) Peer Assisted Leadership/Peer Mediation. (2) Student led conference for parents. (3) Student organizations such as Student Council, National Honor Society and other Career related organizations that are led by students to promote positive responsible actions. In addition, the campus will establish a teacher and student incentive program that promotes success for assessments, attendance and overall positive contributions to the campus. The campus administration will convene quarterly focus groups to determine success and areas of need for improved campus climate. Teachers and students will be given flexibility for the planning of incentives in the area of educational learning tours, participation in community events and higher education/career exposure. Incentive activities will occur at least twice a year throughout the duration of the grant. As previously noted, the principal, assistant principal and campus facilitator were new to the campus during the 2009-2010 school year. In addition, two of the four content area department heads were reassigned based on need established through data. As a campus leadership team (CLT), there is a distinct need to develop as a cohesive leadership group at the campus level. Utilizing the <i>Coaching for Leaders</i> model through SIRC, the campus will fully engage in Leadership Coaching as a unique and powerful professional development opportunity designed to assist educational leaders. Through coaching, the CLT will dramatically improve the quality of the campus by building highly effective communication skills, learning the skills of leadership coaching, using self-reflection as a tool for developing goals and action plans, and celebrating and appreciating current successes. Since the announcement of the TTIPS opportunity the campus along with the LEA have engaged in formal and informal discussions and planning sessions related to increased student success in the areas of math, science, special education, and ESL. The campus staff has reviewed the current state of the campus, reviewed the CNA as published by the campus, and analyzed the Campus Improvement Plan. It has been determined that the campus is in need of transformation. 100% of the faculty and staff, the Superintendent of Schools, central office staff as well as the Board of Trustees have committed to the transformation process and have given all assurances that flexibility, local resources and over all support will be provided for complete success.		

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Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Campus Staff and faculty		
2	Students		
3	Parents		
4	Community Members		
5	Central Office Staff (LEA)		
6	Campus Administrator Mentor (CAM)		
7	SEDL Staff		
8	Region One staff		
9			
10			

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Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity. 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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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Improve Student Achievement in math and Reading/ELA utilizing RtI	50% of special education and 40% of LEP students meeting reading and 65% of 9th grade students and 40% of LEP students meeting math standards.	Haager, 2007 Reed, Justiz, Vaughn, Roberts, et al. (2009).	Sept. 2010	Aug. 2013
1B	Implement CSCOPE with fidelity	50% of special education and 40% of LEP students meeting reading standards. 65% of 9th grade students and 40% of LEP students meeting math standards.	Roach, Niebling, & Kurz, (2008). Reed, Justiz, Vaughn, Roberts, et al. (2009).	August 2010	June 2013
1B 1C	Identify and contract with external coaches for ELA, Math and Science	50% of special education and 40% of LEP students meeting reading standards.	Knight, J. 2004 Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1B 1C	Utilize external content coaches to align curriculum, model/plan lessons, analyze data, create benchmarks	CNA TAKS TAKS A	Cowan, Joyner, & Beckwith, (2008) Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1A	Implement the SEDL Professional Teaching and Learning Cycle for professional learning communities.	CNA TAKS TAKS A	Cowan, Joyner, & Beckwith, (2008) Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1C	Administer universal screening measures in content areas through schoolwide RtI	CNA TAKS TAKS A	Burns, Griffiths, Parson, Tilly, & VanDerHayden, (2007).	August 2010	June 2013
1B	Provide training for teachers in: effective questioning, building academic vocabulary, instructional technology, mastery learning, inclusion, TAKS accommodations	CNA TAKS TAKS A	WILEN, W. 2008 Burns, Griffiths, Parson, Tilly, & VanDerHayden, (2007).	Sept. 2011	Aug. 2012
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Implement student led parent/teacher conferences.	CNA TAKS TAKS A	Covey, S. 2008	Sept. 2011	Aug. 2012
1C	Establish a Youth Advisory Council for improved instructional strategies.	CNA TAKS TAKS A	Van Linden. J and Fertman, C. 2009	Sept. 2010	Aug. 2011
1A 1B	Identify and utilize curriculum for student achievement on college entrance exams.	CNA TAKS TAKS A	Texas College and Career Readiness Program 2008	Sept. 2010	Aug. 2011
1B	Identify and train science teachers creating interactive science labs.	CNA TAKS TAKS A	Collins, D. 1997 Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1A 1B	Identify and utilize online courses for credit recovery and acceleration.	CNA TAKS TAKS A	http://www.principalspartnership.com/creditrecovery.pdf	Sept. 2010	Aug. 2013
1C	Create and maintain a 5 year plan for job-embedded professional development for all teachers based on student needs.	CNA TAKS TAKS A	Collins, D. 1997 Marzano, & Pickering (2005).	Sept. 2010	Aug. 2013
1A 1C	Provide a zero period class for students in need of small group instruction for concept development.	CNA TAKS TAKS A	Gullatt, D. and Lofton, B. 1998 Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1A 1B	Provide content area academies for students who are low performing.	CNA TAKS TAKS A	Gullatt, D. and Lofton, B. 1998 Little, Gearhart, Curry, & Kafka, (2003).	Sept. 2010	Aug. 2013
1B	Provide opportunities for students to experience core/electives content in every day situations.	CNA TAKS TAKS A	Miles, M. B., 1995 Marzano, & Pickering (2005).	Sept. 2010	Aug. 2013
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	Participate in state and national conferences related to instructional methods, practices and student achievement.	CNA TAKS TAKS A	Little, J.W., 1994 Reeves, D.B. 2004	Sept. 2011	Aug. 2013
1A	Maintain the Campus Improvement Plan as a "living document" by quarterly evaluations	CNA TAKS TAKS A	Reeves, D.B. 2004 Standards for Staff Development, 2001	Sept. 2010	Aug. 2013
1B	Utilize ESC to customize professional services as determined by Campus Needs Assessment.	CNA TAKS TAKS A	Standards for Staff Development, 2001.	Sept. 2010	Aug. 2013
1A 1B	Establish and implement a transition program for incoming freshman	CNA TAKS TAKS A	Mizelle, N., and Irvin, J. 2009 Marzano, & Pickering (2005)	Jan. 2011	Aug. 2013
1A	Provide stipends and substitutes for grant related activities	CNA TAKS TAKS A	Standards for Staff Development, 2001	Sept. 2010	Aug. 2013
1A 1B	Analyze existing programs to determine success/need. Eliminate excess programs from instructional tools.	CNA TAKS TAKS A	Reeves, D.B. 2004 Marzano, & Pickering (2005)	Sept. 2010	Aug. 2011
1A	Participate in EOC field tests as available.	CNA TAKS TAKS A	Bernhardt, V. 1998 Reeves, D.B. 2004	Sept. 2010	Aug. 2013
1B	Provide mobile labs for instructional use.	CNA TAKS TAKS A	Miles, M. B., 1995. Marzano, & Pickering (2005).	Sept. 2010	Aug. 2011
1A	Include all teachers in planning for IEP's and personal graduation plans.	CNA TAKS TAKS A	Miles, M. B., "1995 Reeves, D.B. 2004	Sept. 2010	Aug. 2013
1B	Identify and obtain instructional technology instruments for increase student engagement.	CNA TAKS TAKS A	Means, B. 1997 Marzano, & Pickering (2005).	Sept. 2010	Aug. 2013
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A 2B	Utilize content coaches to lead teachers in data analysis using common benchmarks, daily assessments and student work.	CNA TAKS TAKS A	Knight, J. 2004 Gallagher, Means B & Padilla, (2008).	Sept. 2010	Aug. 2013
2A 2C	Identify and utilize an online portal for data access for parents, teachers and students	CNA TAKS TAKS A	Bernhardt, V. 1998 Gallagher, Means B & Padilla, (2008).	Sept. 2011	Aug. 2013
2A 2B	Hire a school improvement facilitator to oversee data analysis	CNA TAKS TAKS A	Bernhardt, V. 1998 Gallagher, Means B & Padilla, (2008).	Sept. 2010	Aug. 2013
2C	Create an online portal for the submission of lesson plans, data analysis tools and modified activities to meet student needs.	CNA TAKS TAKS A	http://www.sedl.org/connections Cowan, Joyner, & Beckwith, (2008).	Sept. 2011	Aug. 2013
2A	Utilize ESC 1 to train all administrators in federal and state accountability requirements.	CNA TAKS TAKS A	Bernhardt, V. 1998 Bender, (2009).	Sept. 2010	Aug. 2013
2B	Identify and utilize an online resource for conducting classroom walkthroughs and observations.	CNA TAKS TAKS A	Horizon Research, Inc. 2005 Gallagher, Means B & Padilla, (2008).	Sept. 2010	Aug. 2013
2A	Participate in state and national conferences related to leadership in instructional methods.	CNA TAKS TAKS A	Miles, M. B., 1995 Bender, (2009).	Sept. 2011	Aug. 2013
Add additional pages as needed.					

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Hire a Coach/Mentor to provide for campus principal.	CNA	Holloway, J. 2001	Sept. 2010	Aug. 2013
3C	Utilize SIRC - Coaching for Leaders for campus leadership team	CNA	Whitaker, T. 2003	Sept. 2010	Aug. 2013
3A	Utilize ESC 1 for mentoring teachers training.	CNA TAKS TAKS A	Holloway, J. 2001	Sept. 2010	Aug. 2013
3A	Utilize Professional Learning Communities within departments.	CNA	DuFour, R. & Eaker, R. 1998	Sept. 2010	Aug. 2013
3A	Provide onsite consultants to utilize common planning time as on-going professional development.	CNA TAKS TAKS A	Knight, J. 2004 Marzano, Waters, & McNulty, (2005).	Sept. 2010	Aug. 2013
3B	Provide teachers with flexible time schedules for addressing students in need.	CNA	Canady, R. L., & Rettig, M. D. 1995 Marzano, Waters, & McNulty, (2005).	Sept. 2010	Aug. 2013
3C	Develop and maintain a leadership library of journals and literature related to research-based practices.	CNA	Sergiovanni, T. 1994 Burdett, (2010).	Sept. 2010	Aug. 2013
3B	Reimburse campus staff completion of IHE courses related to school leadership.	CNA	Whitaker, T. 2003 Burdett, (2010).	Sept. 2010	Aug. 2013
3A	Utilize locally developed formative appraisal instruments for principals	CNA	Learning Point Associates (2008).	August 2010	June 2013
3A	LEA will provide operational flexibility (hiring, staff, schedules, etc.) to implement the transformation model.	CNA	Glatthorn, & Jailall, (2009). Burdett, (2010).	August 2010	June 2013
Add additional pages as needed.					

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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
4B	Establish extended school calendar to allow for flexible scheduling.	CNA TAKS TAKS A	Canady, R. L. & Rettig, M.D. 1995	Sept. 2010	Aug. 2013
4C	Establish daily common planning times for content area teachers.	CNA TAKS TAKS A	Knight, J. 2004	Sept. 2010	Aug. 2013
4A	Establish flexible start and end times for student school day.	CNA TAKS TAKS A	Canady, R. L. & Rettig, M.D. 1995	Sept. 2010	Aug. 2013
4C	Provide content area teachers with content coaches throughout school year and during summer months for planning.	CNA TAKS TAKS A	Knight, J. 2004 Marzano, Norford, Paynter, Pickering, & Gaddy, (2001).	Sept. 2010	Aug. 2013
4A	Establish a zero period for students to obtain small group focused conceptual development	CNA TAKS TAKS A	Canady, R. L. & Rettig, M.D. 1995	Sept. 2010	Aug. 2013
4A	Provide students with transportation options for flexible learning day.	CNA TAKS TAKS A	Canady, R. L. & Rettig, M.D. 1995	Sept. 2010	Aug. 2013
4A 4B	Establish an on-site professional development center for teacher training.	CNA TAKS TAKS A	Little, J.W. 1994. Marzano, Norford, Paynter, Pickering, & Gaddy, (2001).	Sept. 2010	Aug. 2013
4A 4C	Participate in master schedule/inclusion scheduling training to create flexible school days/year.	CNA TAKS TAKS A	Canady, R. L. & Rettig, M.D. 1995 Marzano, Norford, Paynter, Pickering, & Gaddy, (2001).	Sept. 2010	Aug. 2012
4A	Provide stipends for teachers/administrators who participate in approved professional development during non-contract days.	CNA TAKS TAKS A	Whitaker, T. 2003 Marzano, Norford, Paynter, Pickering, & Gaddy, (2001).	Sept. 2010	Aug. 2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5C	Hire a highly-qualified professional liaison to lead a parent-to-parent model training program.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2010	Aug. 2013
5C	Provide online parent resources for instructional materials and student data	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2010	Aug. 2011
5B 5C	Partner with local television station to promote student events and disseminate information.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2011	Aug. 2013
5B	Train parents in college requirements, assessment processes and student success factors.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2010	Aug. 2011
5B	Utilize a professional parent liaison to host parent meetings during alternating times in local community centers.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2010	Aug. 2011
5A	Host local business representatives semi-annually to plan/provide student job shadowing/ internship opportunities.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2011	Aug. 2013
5A	Establish a family engagement center within the school district for parent events.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2010	Aug. 2011
5C	Provide parents the opportunity to travel to colleges with students in the 11 th and 12 th grade year.	CNA	Epstein (1995) Ferguson, (2010).	Sept. 2011	Aug. 2013
5A	Conduct annual student, staff and parent surveys and adapt plans as needed.	CNA	Fletcher, A. 2005 Ferguson, (2010).	Sept. 2010	Aug. 2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A 6B	Establish a Youth Advisory Council to assist in program selection and development.	CNA	Fletcher, A. 2005 Scott Ross, Horner, Sugai & Stiller, (2010).	Sept. 2010	Aug. 2011
6A	Obtain and install web-based security system for additional campus security.	CNA	NASBE 2008 Scott Ross, Horner, Sugai & Stiller, (2010).	Sept. 2010	Aug. 2011
6A 6B	Establish goals for individual and grade level attendance for incentive to participate in student activities.	CNA	Springer, M. 2009 Fletcher, A. 2005	Sept. 2010	Aug. 2013
6B	Establish behavior plans for students who receive more than 4 referrals within a 6 week period with emphasis on special education students.	CNA	McIntosh, K., Campbell, A., Carter, D., & Dickey, C. 2009 Texas Behavior Support Initiative: Module 5 (2001).	Sept. 2011	Aug. 2013
6B	Designate calendar dates to provide students with career-related learning and college tours.	CNA	Canady, R. L. & Rettig, M.D. 1995 Fletcher, A. 2005	Sept. 2010	Aug. 2013
6C	Develop student organizations based on student interest.	CNA	Fletcher, A. 2005	Sept. 2010	Aug. 2011
6C	Conduct family events such as: field day, and festivals, parent day, awards assemblies, and CTE/elective student product events.	CNA	Springer, M. 2009 Scott Ross, Horner, Sugai & Stiller, (2010).	Sept. 2010	Aug. 2013
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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Utilize facilitator/coach to increase teacher performance.	CNA	Knight, J. 2004 Cowan, Joyner, & Beckwith, (2008).	Sept. 2010	Aug. 2013
7B	Provide teachers with on-site training for implementing CSCOPE in each core area and utilizing manipulative kits	CNA	H. Lynn Erickson, <i>Concept Based Curriculum and Instruction</i>	Sept. 2010	Aug. 2013
7B	Partner with IHE to provide training in AP courses.	CNA	http://www.ecs.org/clearinghouse	Sept. 2010	Aug. 2013
7A 7B	Partner with coaches to create classroom walkthrough procedures for aligned data collection.	CNA	Knight, J. 2004 Cowan, Joyner, & Beckwith, (2008).	Sept. 2010	Aug. 2011
7B 7C	Provide teachers the opportunity to participate in industry-based experience during non-contact days.	CNA	Little, J.W. 1994 Cowan, Joyner, & Beckwith, (2008).	Sept. 2011	Aug. 2013
7C	Reimburse teachers for obtaining masters degrees within their area of certification.	CNA	Little, J.W. 1994	Sept. 2010	Aug. 2013
7C	Provide teachers with less than 3 years of teaching experience, supports in classroom management and instructional techniques training.	CNA	Holloway, M 2001 Cowan, Joyner, & Beckwith, (2008).	Sept. 2010	Aug. 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. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> 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. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i>		

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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		
As an LEA, the Board of Trustees, Superintendent, Administrator for School Improvement, Curriculum Coordinator, Federal Programs Coordinator, Human Resources Director and Business Manager are dedicated to the implementation of activities within each of the seven critical success factors. The LEA will designate a central office staff member as the "Sheppard" for implementation as well as allow the campus administrator to hire a School Improvement Facilitator and a Parent Liaison to ensure full success of this transformation plan. LHS will utilize a four-part monitoring strategy to ensure that the campus is implementing TTIPS and interventions effectively and for continuous improvement: Ongoing performance measurement On a monthly basis the School Improvement Facilitator/Campus Principal will: • analyze the grant budget and plan for adaptations as needed. • Collect data and review the performance measures for progress and adapt the plan as needed. • Review the approved timeline/activities. • Meet with staff who are not meeting grant requirements. • Prepare quarterly performance report to be reviewed with the District Sheppard. On a quarterly basis the School Improvement Facilitator, Campus Principal and District Sheppard will: • Analyze the grant budget and plan for adaptations as needed. • Review the performance measures for progress and adapt the plan as needed. • Review the approved timeline/activities. • Meet with staff who are not meeting grant requirement. Classroom and Campus Verification visits Based on the submitted plan for transformation, the LEA Sheppard and campus administration will: • Carry out formative classroom-walk throughs and provide immediate feedback to teachers at least once a month. • Ensure fidelity of interventions and effectiveness of improvement strategies implemented quarterly. Intensive supports: Based on formative assessment of the transformation plan, the LEA Sheppard and campus administration will: • Monitor and assist teachers who are struggling with implementing interventions. • Provide ongoing, job-embedded professional learning and coaching to continuously improve the capacity of staff to implement interventions and activities. • Revisit professional learning plan at least once per semester. Surveys/focus groups/interviews Based on perceptual data collected by stakeholders, the LEA Sheppard and campus administration will: • Conduct surveys of parents, students, and teachers in the Fall and Spring of each grant year for continuous assessment of needs. • Disseminate information about progress made towards established transformation goals.		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
Black and William (1998) define assessment broadly to include "all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning". The intention of the LEA is to utilize formative evaluation tools to diagnostically alter not only teaching and learning but also to continually evaluate the successes and address challenges in meeting the program measures of the TTIPS application.		
As a campus and district, the staff, students, parents and community have utilized the 5 step process for conducting a Campus Needs Assessment utilizing the Region 20 ESC tools (www.esc20.net/nclb) to complete the initial work of identifying the needs of the campus. Based on the outcome of this process it has been determined by the LEA to continue to utilize the CNA process to provide systemic formative evaluation and planning within the campus. Throughout the summer planning months, the campus administration will work with the Campus Leadership Team and the LEA to review the purpose and outcomes from the CNA, identify and select staff, parents and community members to serve throughout the year on committees in the areas of (1) Improving Academic Performance, (2) Increasing the Use of Quality Data to Drive Instruction, (3) Increasing Leadership Effectiveness, (4) Increasing Learning Time, (5) Increasing Parent/Community Involvement, (6) Improving School Climate and (7) Increasing Teacher Quality. Each committee will utilize the Victoria Bernhart's model for data analysis. Each committee will have open access to data in the areas of: demographics; student achievement; school culture and climate; staff quality; recruitment and retention; curriculum, instruction and assessment; family and community involvement; school context and organization; and technology as appropriate to prioritize areas and establish a detailed timeline for interventions.		
Immediately upon resuming school for the 2010-2011 year, designated committees will meet to review the progress made by campus and LEA leaders and will begin the implementation of the activities and timelines associated with the TTIPS grant. Throughout the progression of the year, the LEA will utilize data collected and analyze outcomes to determine if significant progress is being made in accomplishing the performance measurements. The campus Leadership Team will utilize the quantitative and qualitative data collection and evaluation plan as outlined in the TTIPS application. All formative assessments will be reflective in nature however; will be utilized to foresee potential risks for students not meeting state and federal requirements as well as college/career readiness expectations.		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
Lyford High School Data Collection:		
Data to be Disaggregated The following demonstrates the variety of data sources that will be utilized to monitor students' performance for improvement and determine need for additional assistance. 1. Enrollment of Students 2. Snapshot Data 3. DMAC: Disaggregated Data • Migrant • ELL • Economically Disadvantaged • Special Educations Students (TEKS and TAKS Objectives) 4. Attendance • Weekly • Three Week • End of Six Weeks 5. Discipline • Weekly • Three Week • End of Six Weeks 6. Grades • 3 week Progress Reports • Six Weeks Grades • Six Weeks Tests/Benchmarks • Mock Testing by grade level 7. Annual Surveys • Staff surveys • Focus Groups (Students, parents, community)	Data Use for Improved Instruction Data will drive interventions by special populations and areas of need. 1. Enrollment: • Determine how many special populations are in need of assistance • Closely monitored to ensure students are scheduled in accelerated/remedial classes. 2. Snapshot Data: • Ensure students who are included in accountability are monitored • Ensure students are in appropriate interventions. 3. DMAC: • Desegregation of Special Populations with specified TEKS and TAKS to guide school in: a) Tiered interventions (RtI) b) Instructional supports for ELs c) Accelerated/remedial Courses d) Flexible Tutorials/Academies e) Homework Center f) Extended Learning Time 4. Attendance: • Ensure that students are meeting the 95% goal for attendance. • Monitor students who may be at-risk of dropping out. 5. Discipline • Review students in need of behavior supports. • Monitor teachers who are in need of classroom management supports. 6. Grades • Utilize trends to determine students who may not receive credits and need interventions. 7. Annual Surveys • Provide and respond to input from groups being serviced by the campus.	Obtaining Continuous Improvement In order to ensure students are being successful through the established transformation model, the following will occur: • Universal screening in content areas • DMAC Item Analysis • Progress Monitoring through formative and summative assessments • Intervention logs • Formal intervention fidelity checks • Formal program implementation fidelity checks • Formative and summative classroom walk-throughs • Systemic grading policies and procedures • Oral Language Assessments • Research Papers • Exit Tickets • Weekly Mini-benchmark • Spiraling of objectives • Mock testing • Benchmark Testing • Six Weeks Testing Results • Study Island Reports • Checklist • Self-Assessments

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The initial process for developing the campus performance goals was organized by the central office administration. As a district leadership team, the LEA attended the Campus Needs Assessment training through Region One ESC, then attended the Region One ESC hosted TTIPS technical assistance workshop to gain an understanding of the grant and whether the goals for Tier III transformation would meet the needs of the campus. After determining the needs of the campus could be met by applying for funding to support such transformation, the district level administration convened campus leadership teams to present the potential opportunities and gain support for applying. The campus leadership team at Lyford High School agreed unanimously that a campus needs assessment should be conducted to determine if Tier III transformation was in fact needed for Lyford High School. As a campus, the initial work in establishing campus goals began by conducting the Comprehensive Needs Assessment (CNA) utilizing the tool available through ESC 20. The CNA involved teachers, support staff and administrators in reviewing probing questions, analyzing data sources and summarizing campus needs. The findings for these 8 groups (demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school context and organization; and technology) along with student focus groups (10 students from each grade level), community focus group (4 varying community members) and the critical success factors (as defined by TTIPS) were then presented to the entire staff. A full day of staff development was devoted to analyzing data, establishing goals and providing the rationale and research for each activity. The beginning of the day was devoted to working in interdisciplinary groups. Each group was given all findings of the CNA along with complete sets of data sources. These groups were then led by the campus administration through a series of activities focused on success and challenges and were charged with creating an ideal situation in which all students were given the resources and opportunities needed to be successful, all teachers were well trained and had access to resources they needed to be successful and where all parents and community members were accessible and given the opportunities to be involved in all aspects of comprehensive school reform. Based on staff findings, from the CNA, participant's explored current practices that based on data had proven to be successful and current practices which proved to need modifications or complete change. Some of these areas included, modification to the current bell schedule, establishing concept development study groups for focused tutoring, modifying classroom practices for inclusion of technology, and establishing a zero period for flexible scheduling of academies. In addition to practices, staff reviewed data to establish a rationale for the activity described, resources that would be needed for successful implementation, expected outcomes and any barriers that may exist. Upon completion, staff worked as individual departments to address these areas for math, science, social studies, English language arts, CTE and non-CTE electives. Campus administrators worked closely with staff throughout the day to ensure that financial resources would be available, staff quality would not be compromised, student achievement remained the primary focus and finally that all students regardless of demographics would have opportunities for success and graduate from high school college and career ready. As an administrative staff, the product from each group was reviewed for duplication and aligned with the seven critical success factors. Based on these groupings, performance goals were established and take to the LEA for alignment to the district plan and approval by the Superintendent. Performance goals focal points are: (1) Improve Academic Performance: increasing teacher content knowledge, improved instructional strategies, use of CSCOPE, increasing performance of special population students and graduating all students college/career ready. (2) Use of Quality Data to Drive Instruction: providing access to DMAC for all teachers and formalizing the process for utilizing data to improve instruction. (3) Increase Leadership Effectiveness: providing coaches for the campus leadership team, establishing professional learning communities for core content areas, utilizing a trainer of trainers model for expert teachers.		

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Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
(4) Increase Learning Time: adopting an alternating block, creating classes which are at least 90 minutes in length, providing flexible start times for students and establishing a zero period.		
(5) Increase Parent/Stakeholders Involvement: utilizing a parent liaison, hosting meetings/information sessions at community centers within the school district, establishing a variety of methods for dissemination of information (i.e. online, automated calling system, newsletters, etc.).		
(6) Improved School Climate: establish a student advisory council, leadership opportunities for students, peer mentoring/mediation and positive behavior support systems.		
(7) Increase Teacher Quality: establish professional development plans for individual and like-groups of teachers, implement, provide support in the implementation of CSCOPE and RTI and provide job-embedded professional development.		
Throughout the process described, the campus and LEA worked with SEDL to provide structure around the process for determining needs, rationale and identifying and writing S.M.A.R.T. (specific, measureable, attainable, realistic and timely) goals. The LEA established a timeline for the campus and designated specific non-negotiable areas that the campus must address. The performance measures identified here after are a result of a systemic process and consensus amongst staff, students and parents/community members.		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA for students assessed utilizing TAKS and TAKS-A	TAKS TAKS A	87%	90%	93%	96%
2	Improve Student Achievement in Mathematics for students assessed utilizing TAKS and TAKS-A	TAKS TAKS A	69%	80%	85%	90%
3	Improve Student Achievement in Science	TAKS TAKS A	66%	75%	80%	90%
4	Decrease the number of students assessed utilizing TAKS-M in reading/ELA and Math	TAKS M 9 th - 11 th	Read 23 Math 28	R 21 M 26	R 19 M 24	R 17 M 22
5	Increase the number of LEP students who meet the exit criteria	TAKS Rdg/ELA TELPAS	0	1	2	3
6	Improve Student Performance in College Readiness/Entrance	SAT/ACT Accuplacer Compass	1.9%	10%	15%	20%
7	Increase the numbers of students graduating within four years	Graduation Rate	80.2%	90%	95%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase core-area teacher use of DMAC to analyze campus data at least once per 6 weeks	DMAC usage tool	0%	50%	75%	100%
2	Train teachers in the analysis of student performance data and analyze such data in Reading/ELA at least 6 times per year	TAKS	0%	50%	75%	100%
3	Train teachers in the analysis of student performance data and analyze such data in Math at least 6 times per year	TAKS	0%	50%	75%	100%
4	Train teachers in the analysis of student performance data and analyze such data in Science at least 6 times per year	TAKS	0%	50%	75%	100%
5	Identify, implement and document effective use of a data management system at least 6 times per year	TAKS	0%	50%	75%	100%

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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	Establish Professional Learning Communities based on PTLC in each core area during common planning time.	PTLC Self Assessments, action plans, Meeting logs, agendas, notes	DNA	100%	100%	100%
2	Implement Coaching for Leaders Training for CLT	Coaching logs	DNA	100%	100%	100%
3	Provide teachers with opportunities to plan utilizing data at least six times per year.	Data reports Action Plans	DNA	100%	100%	100%
4	Provide professional development in on-going assessments at least 4 times per year.	Attendance Rosters; Agendas	DNA	100%	100%	100%
5	Utilize teams to obtain and lead professional development in the critical success factors at least twice a year in each area.	Training logs Consultants	DNA	100%	100%	100%
Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement effective flexible scheduling and alternating block scheduling	Master/Student Schedules Perceptual Data	DNA	100%	100%	100%
2	Train core area and special population teachers to implement research-based inclusion program for special populations	TAKS	DNA	50%	75%	100%
3	Service 100% of students who failed the previous year's TAKS during the zero period at least once per week.	Attendance Reports	DNA	100%	100%	100%
4	Enroll at least 90% of targeted students in flexible schedule for TAKS academies	Attendance Reports	DNA	100%	100%	100%
5	Utilize flexible planning time at least three times per year for staff to plan for student interventions.	Staff logs Student Intervention Plans	DNA	3	3	3

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Train at least 50% of parents utilizing the campus parent liaison and the parent to parent model	Attendance Sheets, Agendas, Parent logs	DNA	15%	25%	50%
2	Contact at least 90% of parents through online and automated methods for parent communication	Online hits Call log	DNA	50%	75%	90%
3	Create a parent newsletter based on career and college readiness to disseminate at least 2 times a year	Newsletters	DNA	100%	100%	100%
4	Establish partnerships with at least 3 community or IHE's organizations per year.	Partnerships Contracts	1	4	7	10
5	Utilize at least 10 community members/parents for annual focus groups.	Focus group results	3	5	8	10

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	Establish and implement a student advisory council to meet quarterly each year	Member log Agendas	DNA	100%	100%	100%
2	Establish at least 5 student leadership organizations	Member log Agendas	2	3	4	5
3	Service at least 25% of the student population through Peer Assisted Leadership/Peer Mediation	Member log Contact log Agendas	DNA	10%	18%	25%
4	Reduce the number of discipline referrals by implementing Positive Behavior Supports campus wide	Discipline Report	363	275	200	150
5	Train students and staff to implement student led conferences at least once per year.	Conference Notes Student/Teacher logs	DNA	100	200	300

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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	Provide specialists for core area job-embedded professional development at least 6 times per year	Contracts Consultant Notes	3 consultants 5 times per year	100%	100%	100%
2	Identify and implement at least one new type of student/teacher-based technology per year	Contracts Training logs	0	1	2	3
3	Provide CSCOPE training/technical assistance to teachers with less than 3 yrs experience/new to the campus every 6 weeks	Contracts CSCOPE User Tool Walk Throughs	0	100%	100%	100%
4	Implement Response to Intervention utilizing SEDL for 100% of special population students.	ARD Min Consultant Notes	0	50%	75%	100%
5	Retain at least 90% of teachers meeting proficient or exceeds standards on PDAS.	PDAS Retention Reports	DNA	90%	90%	90%
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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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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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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☐
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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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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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	☐	☒	☐
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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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	\$ 1249250	\$	\$ 14000	\$ 1263250
Professional and Contracted Services	5C	6200	1069400		30000	1099400
Supplies and Materials	5D	6300	352400			352400
Other Operating Costs	5E	6400	445000		5000	450000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	413000			413000
		Total Direct Costs				
		3.19% Indirect Costs		100965		100965
Grand Total						
Total Budgeted Costs:			\$ 3529050	\$ 100965	\$ 49000	3679015
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						3679015
Multiply by .0319 (5% limit)						X .0319
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 117361

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Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,226,339 Year 2: SY 2011-2012 \$1,226,339* Year 3: SY 2012-2013 \$1,226,337* * 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		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
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: Professional Parental Strategist		1			180000
23	Title: School Improvement Facilitator		1			180000
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$	\$ 360000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 89250
28	6119	Professional Staff Extra-Duty Pay			14000	686500
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				113500
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 14000	889250
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 14000	1249250

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): • Math Coach for strategies, plan of action, observation, and feedback • ELA Coach for strategies, plan of action, observation, differentiated instruction with emphasis on EL's and Special Education • Science Coach for assistance in vocabulary and product based/inquiry based projects and hands on activities • Principal Coach for assistance in leadership, principal effectiveness, and strategies					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			4	\$ 467400	\$
Title: Advisors					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____ %)					
Total Payment:				\$ 467400	\$
				\$	\$ 467400

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): SEDL-Staff development & training for Special Ed & ELL's teachers, Principal effectiveness, School Climate, Parental Involvement				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 120000	\$	\$ 120000
Title: Advisor				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 120000	\$	\$ 120000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Region One-Staff development for Technology ,Accountability, College Readiness, Math, Science, ELA, Social Studies, Special Ed, Positive Behavior Supports, and PEIMS				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$ 360000	\$	360000
Title: Advisor				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 360000	\$	\$ 360000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): SIRC-Summer training for team members, and social services for support to create community-orientated schools				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 102000	\$ 30000	\$ 102000
Title: Advisor				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 102000	\$ 30000	\$ 102000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 1049400	\$ 30000	1079400
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
		1049400	30000	1079400
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		20000		20000
Remaining 6200- Professional and Contracted Services that do not require specific approval:		1069400	30000	1099400
Grand Total:				

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized				4400	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:					348000	
Grand Total				\$	\$ 352400	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Texas Title I Priority Schools Grant Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
		Expense Item Description	Pre-Award	Total Budgeted	
6411	Out of State Travel for Employees (Includes registration fees)		\$	\$ 135000	
	Specify purpose: Attend National Staff Development Conference (NSDC)				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6419	Travel for Non-Employees (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization: _____				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:			5000	310000	
Grand Total			\$ 5000	\$ 445000	

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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	Increase Literacy & Reading Performance				40000
66XX/15XX- Technology Hardware -- Capitalized					
2	Electronic Readers	260	50		13000
3	Mobile Lab	825	80		66000
4	IPad Lab	500	75		37500
5	Security Cameras	2500	24		60000
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Electronic Publication for Electronic Book readers	10	4500		45000
13	Renaissance Learning-Reading/Math Universal Screener-3 yr	48000	1		48000
14	CEI License for Reading	13500	1		13500
15	E2020 Software	45000	1		45000
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Vernier Science Equipment	45000	1		45000
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total		Total 6600/15XX- Capital Outlay Costs:			413000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>245-902</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>245-902</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES		<u>245-902</u> County-District No.
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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].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	245-902 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	245-902 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E - cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-902</u> 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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	245-902 County-District No.
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Federal Statutory Requirements

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

SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS
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- new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
- 1. Any of the required and permissible activities under the transformation model; or
 - 2. A new school model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - b. A grant for school closure is a one-year grant without the possibility of continued funding.
- 20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.
- a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the school.
- 21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
- 1. Develop and increase teacher and school leader effectiveness.
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 - 2. Comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>245-902</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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