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| For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA. | TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013 | Organization Name | County-District# |
| | | Southwest Winners Foundation, Inc. | 015-807 |
| | | Campus Name | Campus Number |
| | | Southwest Preparatory School – Southeast | 002 |
| | | 9-Digit Vendor ID# | ESC Region |
| | | 742875825 0552001710060 | 20 |
| | | NOGA ID# (Assigned by TEA) | Amendment # |

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☒ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application

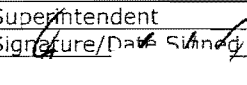
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

Certification and Incorporation

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

Authorized Official

| | | | |
|------------------|--------------|-----------|---|
| Typed First Name | Initial | Last Name | Title |
| Gary | L | Short | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 210-829-8017 | 210-829-8514 | gary.irc |  |

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

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

TEA DOCUMENT CONTROL NO.

73-112-112-347

701-10-112-347

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

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**Texas Title I Priority Schools Grant
Schedule #1—General Information**

Part 3: Applicant Information

Local Educational Agency (LEA) Information

| | | | | |
|--|--------------------------|---|-------------------------------|----------|
| LEA Name | | | | |
| Southwest Preparatory School | | | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 1258 Austin Hwy. | | San Antonio | TX. | 78209 |
| U.S. Congressional District Number | Primary DUNS Number | Central Contractor Registration (CCR) CAGE Code | NCES Identification Number | |
| 21 | 967736299 | 4CFM4 | 4800063 | |
| Campus Name | | | County-District Campus Number | |
| Southwest Preparatory School - Southeast | | | 015-807-002 | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 735 S.W.W. White Rd. | | San Antonio | TX. | 78220 |

Applicant Contacts

Primary Contact

| | | | | |
|--------------------------|--------------------------|-------------------------|--------------------------|----------|
| First Name | Initial | Last Name | Title | |
| Cyndy | D | Spivey | Associate Superintendent | |
| Telephone | Fax | Email | | |
| 210-829-8017 | 210-829-8514 | cyndy.spivey@swprep.org | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 1258 Austin Hwy. | | San Antonio | TX. | 78220 |

Secondary Contact

| | | | | |
|--------------------------|--------------------------|---------------------|-----------------------|----------|
| First Name | Initial | Last Name | Title | |
| James | K | Neal | Deputy Superintendent | |
| Telephone | Fax | E-mail | | |
| 210-829-8017 | 210-829-8514 | james.neal@swwf.org | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 1258 Austin Hwy. | | San Antonio | TX. | 78209 |

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

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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| Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment | | |
| Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request. | | |
| <input type="checkbox"/> | 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary | |
| <input type="checkbox"/> | 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code | |
| <input type="checkbox"/> | 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G) | |
| <input type="checkbox"/> | 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs | |
| <input type="checkbox"/> | 5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials | |
| <input type="checkbox"/> | 6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more. | |
| <input type="checkbox"/> | 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. | |
| <input type="checkbox"/> | 8. Reduction of funds allotted for training costs | |
| <input type="checkbox"/> | 9. Additional funds needed | |
| <input type="checkbox"/> | 10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval | |
| <input type="checkbox"/> | 11. Other (Specify) _____ | |
| Part 4: Amendment Justification <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div> | | |

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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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| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 14 | Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds. | Program Assurances | |
| 15 | Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements. | Program Assurances | |
| 16 | Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. | Program Assurances | |
| 17 | If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> 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; <ul style="list-style-type: none"> 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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| Part 2: Statutory Requirements | | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 18 | If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). | Program Assurances | |
| 19 | If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. | Program Assurances | |
| 20 | If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. | Program Assurances | |
| 21 | If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and | Program Assurances | |

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

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| Part 2: Statutory Requirements | | |
| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described |
| 23 | An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. | Program Assurances |
| 24 | An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. | Program Assurances |

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

Part 2: Statutory Requirements

| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described |
|----|---|-----------------------------------|
| 25 | The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs. | Program Assurances |
| 26 | An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the 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 | <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. |

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

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

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| Part 4: TEA Program Assurances | | |
| # | TEA Assurance Description | |
| 13 | An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten. | |
| 14 | The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs. | |
| 15 | The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrolment 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).

Southeast Campus, based on the magnitude and severity of the identified needs found by our comprehensive needs assessment process for our 98% at-risk student population, will be implementing the TEA designed model for the transformation project. Regarding subject specific pedagogy, staff will reflect a deeper understanding of the at-risk population served by our school. The Grant Management Team will ensure the staff is equipped to facilitate effective teaching and learning and have the capacity to successfully implement Transformation strategies. The implementation of the Transformation Model will improve student success and college and career readiness through increased teacher and leader effectiveness, improve the campus instructional program, increase learning time for students, improve campus climate through social and emotional supports, and to develop an organizational structure for sustained growth by building capacity with support from ESC 20 and SIRC.

The Grant Management Team will provide operational flexibility by hiring appropriate staff, creating calendars and processes to monitor and measure grant activity goals, and oversee budgeting to fully implement a comprehensive approach to sustainability of the quality and depth of grant activities to ensure sufficient accomplishment of goals and objectives of the project. Southeast Campus will incorporate the Working Systemically process (SEDL) to align process, procedures, and build internal capacity to support long term and sustained improvement.

Southeast Campus will take purposeful steps to ensure teacher and leader effectiveness by providing on-going job-embedded professional development by using the Professional Teaching and Learning Cycle (SEDL) to obtain, analyze and utilize student data from formative, interim, and summative assessments to inform and differentiate instruction, increasing rigor of curriculum by using the CScope IFD performance tasks, increasing use of locally developed student tracking tools, and by collaborating with community and other school organizations to develop a rigorous, transparent, and equitable evaluation system including input from both teachers and administrators. The system will align with the unique and flexible instructional design, will utilize multiple observations, will measure effectiveness on a continuum of skill development, will highly align with increasing teacher effectiveness through on-going job-embedded professional development, and rely on student achievement as a measure of quality for example, increasing student achievement in math summed across all grades from 41%. The evaluation system will be designed as a tool to reward teachers and leaders whose effectiveness results in increased student performance and increase graduation rates from 16% and Completion Rate II from 66.7%. Additionally Southeast Campus will engage in a process of on-going job-embedded professional development that is aligned to the school's instructional program and student achievement data to ensure that the staff is equipped to facilitate effective teaching and learning.

To increase student opportunity to learn, Southeast Campus will increase learning time and create a community oriented school by creating cohort-based SLC's. Increased student learning time will be made available by increasing the academic hours for students who are struggling to meet the academic standards as identified by the RTI Matrix. The cohort-based academies will intensely focus on individual needs and reduce student-teacher ratio which will address the 3-5 year gap in the achievement- and core academic foundation-skill to on grade level.

The school will create an effective system to support the social and emotional needs of students with Positive Behavior Supports, provide on-going mechanisms for family/community engagement, and increase social service and related services on site for additional support for students who are parents, who are emotionally and financially independent, who are at risk for dropping out and who are economically disadvantaged. This part of the program will positively impact student attendance from an average of 85%, reduce discipline referrals from 240, decrease the mobility rate from 80%, lessen dropouts from 9% as well as improve the overall school climate and culture. These support systems will provide the campus with an early-warning system to more proactively address and meet the needs of our students. The SWPS District currently operates its own alternative school. This program provides a variety of behavioral and academic strategies to better support students who are not successful at their current campuses.

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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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Open-Enrollment Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 13 | 65 | 91 | 217 |
| Total Students: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 217 |
| Total Instructional Staff | | | | | | | | | | | | | | 13 | |
| Total Support Staff | | | | | | | | | | | | | | 3 | |
| Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process | | | | | | | | | | | | | | | |
| 1 | RSCCC/ PEIMS Edit+/Snapshot Collection Data | | | | | | | | | | | | | | |
| 2 | AEIS/AEA Student Data/PBMAS | | | | | | | | | | | | | | |
| 3 | Student Benchmarks | | | | | | | | | | | | | | |
| 4 | Campus Rating AYP | | | | | | | | | | | | | | |
| 5 | Test History/Focus Group/Dropout/Completion Tools | | | | | | | | | | | | | | |
| 6 | NCS Pearson | | | | | | | | | | | | | | |
| 7 | AU CIT Tool/SPA Tool/CNA tool | | | | | | | | | | | | | | |
| 8 | Classroom and School Walkthrough Data | | | | | | | | | | | | | | |
| 9 | CIP (PBMAS/Data Validation) | | | | | | | | | | | | | | |
| 10 | STAR Charts/Technology Plan | | | | | | | | | | | | | | |

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

Southeast Campus was identified as Academically Acceptable for school year 2009-2010 and has not met the AYP standard in Graduation rate in several prior years and in the area of mathematics, attaining the AYP passing standard has not been consistent over the past four years.

Review of the Charter – Last year, the Board of Trustees of Southwest Winners Foundation, Inc. asked the administration to do a complete review of the charter and confirm which practices were being effectively implemented and identify practices that needed enhancement to ensure student success. In addition, the provisions in the charter that were no longer compatible with the present accountability standards, due to changes in the regulations, were to be identified and presented to the Board.

To that end, the Superintendent appointed a committee representing a cross section of staff members from the administration and the classroom, including new employees and those who had been with the organization from its inception. The Charter Review Committee met through the summer and fall of 2009 and went through the charter page by page. In the spring of 2010, the committee began presenting their recommendations for amending the charter to the board. That process should be completed in the summer of 2010, culminating with an amendment which will be sent to TEA in the fall of 2010.

On-going comprehensive needs assessments – Southeast Campus used the NCLB Comprehensive Needs Assessment (CNA) Process and Tool to identify the needs of the campus to be addressed in the Transformation Model. Committees were established to collect and review data for each area. District Leadership meetings, Campus Leadership meetings, and Campus Staff meetings were held to share and discuss the strategies and activities to address areas of identified needs. The CNA process focused on the campus areas of demographics; student achievement; school culture and climate; staff quality and effectiveness, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school organization; and technology.

The committees determined which types of data they would collect and analyze to develop the school profile. Committees used the following resources: Campus Success Tool provided by Region 13, AU-CIT Tool data to analyze campus improvement provided by Texas Turn-around at Region 13, PEIMS data, locally developed data tools (Focus Group Tool, Test History Tool, Dropout Summary Tool, and the Completion Rate Tool include student level data), Student-Parent-Teacher surveys, and a contracted community stakeholder to analyze and recommend enhancements to the CTE program for increased student involvement.

Program Evaluation – a systematic process is in place to identify, evaluate, and correct issues that may impede program effectiveness, student achievement outcomes, campus performance, and to determine the degree to which program funds meet the intended purposes.

Disseminate CNA Campus results – After reviewing the data, the campus determined the areas of priority, summarized the needs, and determined the resources and funding necessary to address those needs. The Campus Site Based Representative presented recommendations to the Site Based Decision Making Team to continue, alter or discontinue initiatives. The Site Based Decision Making Team reviewed those recommendations and revised the Campus Improvement Plan as necessary.

Disseminate Proposed CIP results to District – After reviewing the CIP, the District incorporates areas of priority and need into the DIP and then determines resources and funding necessary to address the campus needs. The District Site Based Decision Making Team revised the District Improvement Plan to integrate district and campus initiatives to address areas of concern. Upon School Board approval, the campus and district plans will be posted on the webpage.

Upon release of the TTIPS grant, District leadership created a TTIPS Grant Committee to review campus data, analyze programs, and assess the formative evaluation process to develop and incorporate proven research and effective best practices into the Transformation action plan. The TTIPS plan was presented to the Site Based Decision Making Team, community stakeholders, parents, staff, School Board and Region 20 representatives for feedback and revision. The Superintendent will present the proposed Transformation Intervention Model to the District Site Based Decision Making Team and the school's Board of Trustees for final adoption and implementation.

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | |
| Part 1: Comprehensive Needs Assessment Cont. | | | |
| Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process. | | | |
| 1 | Campus Leadership (Principal, AP, Academic Dean, Counselor) | | |
| 2 | District Leadership (IT, Curriculum & Instruction, Testing, PEIMS Coordinator, Superintendent, Deputy Superintendent, Associate Superintendents) | | |
| 3 | District Support Staff | | |
| 4 | ESC 20 Staff (Educational Specialists) | | |
| 5 | Community members (Alamo Colleges, City Council District 2 Ms. Ivy Taylor, Youth For Christ, Copernicus Community Center, Made in SA TX., Girls Inc., Alamo Worksource, AIM, The Coach Approach)/Parents/Stakeholders | | |
| 6 | Foundation Board members | | |
| 7 | Advisory Groups (Site Based Decision Making Teams, CTE, SHAC, Title I, Title IV) | | |
| 8 | | | |
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 2: Project Management

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

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

Southwest Winners Foundation, Inc. (SWWF) has a track record in the past twelve years of managing resources in a conservative stewardship manner leading to an enviable track record of success in Non-Profit management. From the onset in 1998, SWWF has leveraged and invested in resources to fully develop the infrastructure of the school district. SWPS, through its past performance, has clearly demonstrated that the district has the grant management experience and infrastructure necessary to successfully implement the Transformation Intervention Model beginning in the 2010-2011 school year. Here are some of the accomplishments that reflect responsible fiscal management and effective use of resources:

- Sold municipal bonds to investors in 2001 (\$1,675,000.00), in 2003 (\$1,755,000.00), in 2006 refinanced the debt with a municipal bond at 4-5% ranges and built two new facilities (\$8,701,089.00)
- Oversight and construction management of four campuses (three new, one renovation) within the budget and on time
- Own all four campus buildings
- Completed all goals of five year business plan in 1st five years in business as a charter
- An unqualified opinion from outside auditors each and every year since the start
- Fiscal agent for nine charter schools in San Antonio providing special education services (including related services), 504, Dyslexia, Gifted and Talented
- Fiscal agent for four charter schools in San Antonio providing school health services
- Technology Department, through e-rate, has leveraged over the past two years \$251,396 to acquire \$1,759,336 in technology equipment and services
- Technology leader in infrastructure and delivery of curricular services to students and staff
- Yearly sizable investments in staff development through leveraging of grants and operational budget –this school year, the entire staff was trained by Franklin Covey staff in the *7 Habit of Highly Effective People*
- In the 2008-2009 school year, managed a budget with revenues of \$7,765,875.00
- In the 2009-2010 school year, funded to manage sixteen federal grants totaling \$2,368,653.00
- A fund balance from the audit ending August 31, 2009 of \$2,055,393.00
- Sound Grant Financial Management Policies and procedures in place
- Key grant administrative staff (Associate Superintendent of Accountability and Federal Programs, Deputy Superintendent, and Associate Superintendent of Business and Finance) have 27 years combined experience working in grants management

In planning for additional grant funding from the TIPPS, SWPS has implemented the following plans and products to streamline the management of the TIPPS and other federal grants.

- In the 2010- 2011 school year, the district will implement, under our schoolwide program, a consolidation of funds to address the requirements and needs of the schools in an integrated way
- In the 2010-2011 school year, the district will implement Dr. Jamie Bryson's ABC Tool to assist in the financial management and compliance of federal grants in the area of tying together the flow of grant audit trail (Needs Assessment, Campus Improvement Plan, Budgeting, etc.)
- In the 2010-2011 school year, the district will implement Time Clock Plus for ease of tracking time and effort on employee timesheets involved in grants.

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model. | | |
| <p>One of the greatest needs identified through the CNA process of the Southeast campus is the need to get the parents and community more involved. Often the parents of at-risk teenagers have all but given up on their children as they come to SWPS in hope of improving their child's chance of graduation. Parental interest in school involvement is at an all time low as they often put pressure on their children as they reach an employable age to support the family. While we have designed our program to meet the needs of this student by offering a flexible schedule for school and work, it remains a difficult task to have responsive parents or parents who want to be involved in supporting the school through representation on advisory committees of any kind to participate. However, the Southeast campus has been successful in involving parents in the Campus Improvement Process which includes their input on items in the CNA that were used to identify needs to be addressed by the TIPPS grant. In addition, the district leadership and SE Campus leadership have reached out to the community asking for support of this grant in areas where needs were identified. For example, our greatest curriculum need is a gymnasium for physical education and basketball for the athletic program. MacArthur Park Church of God has indicated that they will allow us to use their facility for a small fee to reimburse utilities under this grant.</p> <p>Other examples of including important stakeholders or community partners in the consultation process about the TIPPS grant include the Alamo Community College (ACC), members of our CTE advisory council, our local attendance hearing officer, and the Children's Advocacy Alliance Resource Network. The CTE Director for the district met with ACC directors to explore expanding both dual credit and middle college programs to develop new opportunities for our students. Through these meetings plans have been made for students to enroll in the St. Phillip's explorer program where students are sent by school van to the college campus and rotate through various career opportunities from careers in construction, architecture, manufacturing, and transportation. These careers are all in demand with high starting pay.</p> <p>The CTE advisory committee is made up of community leaders from Alamo College, health care, manufacturing, A/V, and housing. Members and their respective companies and contacts will work with the Workforce Liaison Coordinator to develop worksite agreement for students to learn world –of –work skills from job shadowing and learn job skills by apprenticeship agreements. Students who complete a career cluster in a particular industry will be matched up with local employers in that industry.</p> <p>To address the need to improve the attendance rate at the SE Campus, the district leadership met with Judge Stephen Walker, Justice of Peace, Precinct 4 and Judge Roger Lopez, Justice of Peace, Precinct 2 who have the authority to assign our court ordered students from the SE Campus who appear before either of them for attendance problems, to the AIM program that will be funded from the TIPPS grant. The TIPPS grant will fund 25 court ordered students to participate in the AIM program. AIM integrates the courts with the juvenile justice system, law enforcement and schools to give our students a second chance at required school attendance by tracking them with a monitor that follows them through GPS and provides constant feedback to the school through counseling notes from conversations between an assigned counselor and the student.</p> <p>The Children's Advocacy Alliance Resource Network has agreed to provide counseling and intervention services to our chronically truant students. They are also a resource network and will help refer these students to other local support service organizations for needed assistance particularly when those resources are important in improving attendance.</p> | | |

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

Part 2: Project Management Cont.

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

Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

With the Transformational Model, the Southeast campus will be transformed in several key areas, some of which have been started in the 2009-2010 school year on a smaller scale as a result of previous reviews of the CNA, but now will be expanded and accelerated as a result of TIPPS. Interventions will require changes in the way the school operates and policies that dictate the operation by hiring additional staff, developing job descriptions, modifying organizational charts, allocating resources and modifying or adding policies for these efforts and positions. The interventions proposed under the TIPPS grant require an extensive change in the culture of the school to transform the students' relationships with the school and the community. The SE Campus students see little connection between high school core subjects and their future, are often unmotivated, and feel hopeless. This attitude is reflected in their behavior, attendance, posture, and overall presentation which are areas of change that will be targeted throughout the grant.

The first key area is changing the climate of the school by modifying the students' attitude and behavior. The key principle of student success is creating a culture that promotes internal drive towards individual success. This will be a 2-fold process, from the outside-in and the inside-out. The outside-in approach will involve requiring students to come to school in work-appropriate attire, with an expectation of an "employee-employer" relationship with instructors and staff, improving interpersonal skills to improve their relationship with their peers and the community, extended learning time based on an RTI matrix, elevating expectations for attendance with an attendance tracking system and campus Truancy Officer, and expanded career clusters and service learning opportunities. The expansion of the career clusters requires the development of a clear vision or path through vocational aptitude assessments, course planning, identification of appropriate career clusters, and individual counseling in the Graduate Placement Center (GPC) from the career counselor to give constant feedback on academic status and post secondary requirements and opportunities. The inside-out approach involves fundamental buildings blocks such as PBS, augmenting self-esteem, Character Education, promoting success-oriented belief systems, and training in developing and following short- and long-term Specific, Measureable, Attainable, Realistic, and Timely goals. Furthermore, the school climate will undergo continuous improvement by improving teacher quality and leadership effectiveness through job-embedded staff development, increasing parent/community involvement by adding a bilingual Parent/Community Liaison, providing on-site substance abuse counseling and social services, and adding a Workforce Liaison to develop relationships with community based organizations and employers for employment for our students. Transforming the school climate is necessary for students to successfully utilize the academic resources in order to reach their goal of graduation and become productive members of the community.

The second key area is the expansion of the academies within the school. Academies are SLCs of students grouped by cohort with processes in place, such as rigorous, research-based, real-world, differentiated, cross-disciplinary curriculum activities to ensure students meet their goal of graduating within 4 years. This process was started in the spring of this year and has been well received by staff, students and parents with positive results in credit attainment. The TIPPS will expand the program and the staff to address the large number of students who are up to 5 years behind their cohorts in fundamental math and language arts skills and substantially behind in credit acquisition for graduation. This intervention is critical to increasing our graduation and completion rate as well as decreasing the number of dropouts. New classroom staff will be hired to decrease the student-teacher ratio and increase effective, data-driven instruction with on-going monitoring and feedback using horizontally- and vertically-aligned curriculum. The SE Campus will have a campus IT Trainer to coordinate all professional development of the research-based educational software to ensure that all products are optimally utilized by staff and students. Staff will be provided with collaborative planning time to review student data and modify curriculum based on data-driven analyses to accommodate identified instructional needs.

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Texas Title I Priority Schools Grant
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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.

The infrastructure for aligning resources is currently in place across the district inclusive of coordination with district grants officials, human resources officials, business office officials, community outreach programs, and individual campus administration. Partnerships and agreements are in place with programs district-wide and community-wide which allows a seamless integration of supplemental services to students at all campuses.

The School Improvement Intervention was designed to improve outcomes for students in both math and reading. To maximize efficiency, program funds will be aligned with existing federal, state, local, and community resources that are supporting additional activities designed to improve student outcomes, including:

Title I, Part A – ARRA/Stimulus funds

Title I, Part A – Improving Basic Programs

Title I SIP Academy Grant

IDEA-B Formula Grant

IDEA-B Preschool Grant

Title II, Part A – Teacher & Principal Training & Recruiting

Funds obtained through the School Improvement Intervention will be utilized to fund planning and programming that will serve to further enhance and expand existing programs to better serve students. Project activities have been aligned with all existing programming to fill service gaps and improve student performance.

The activities of this initiative reflect cost-effectiveness and ensure the most effective use of public resources and avoid duplication of services, with the district business office being fully integrated in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request systems, preparing and submitting expenditure reports in coordination with key grant personnel, and reporting accounting transactions properly.

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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.

Southwest Preparatory School will contract with the School Support Team at Region 20 Education Service Center to provide grant project management and evaluation services. Members of this team have expertise with Title I program administration, school improvement, Working Systemically, data analysis tools, student assessment, federal program meetings, budgeting (to ensure expenditures and activities are supplemental to and do not supplant or duplicate services currently provided), student information systems, providing job-embedded staff development on- and off-site, compliance guidance on all funding, and grant evaluations. The team will designate a member to provide direct services to the campus to ensure fidelity of grant activity implementation, progress toward grant goals and student achievement.

The project manager has experience in campus and district leadership. The project manager's experience includes the implementation of scientific research-based best practices in school improvement processes and initiatives.

The project manager has experience in developing program evaluation tools and developing program evaluations systems for other school improvement grants in the geographical area served by Region 20. With support of the school support team at Region 20 Education Service Center, the project manager has the capacity to ensure grant implementation and modifications to meet the transformation goals of the campus. The project manager will work collaboratively with the Transformation District Shepherd and the Grant Management Team will review qualitative and quantitative data to the extent possible to make informed decisions.

The ESC 20 project manager responsibilities will include:

- Regularly monitors progress of 90-day action plans
- Provides feedback to Transformation District Shepherd when needed and or requested
- Responds promptly to principal requests for assistance
- Holds regularly scheduled meetings with Transformation District Shepherd
- Assists campus in problem solving
- Collaborate with the Transformation District Shepherd, School Improvement Consultant, and the TTLA/TTP program representative
- Provides direct line of communication to the superintendent, Transformation District Shepherd, and ESC 20 staff.
- Provide guidance on removal on any potential barriers that may arise as identified during the grant period
- Assist with identification of teacher leaders

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

Part 2: Project Management Cont.

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

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

The Grant Management Team and Campus administration, under the direction of the Transformation District Shepherd, will monitor the plan through the duration of the grant and will formally meet on a regular basis to oversee the project to meet the 90-day action plan goals and all associated timelines. The Transformation District Shepherd will provide participants with multiple opportunities to interact, provide feedback, and to ensure effective implementation of all milestones of the transformation process, and determine if the Transformation Model is effective in its impact. The Grant Management Team and the Transformation District Shepherd will evaluate the progress of the goals and performance measures established in the grant application to assure they are achieved on budget. They will also monitor the grant activity timeline to ensure implementation aligns with the proposed schedule and synergizes with all existing funding sources and internal processes. The Transformation District Shepherd will meet weekly with the Superintendent to communicate the evaluation of the effectiveness of the plan and progress on critical success factors, who will in turn report Transformation progress to the district Board of Trustees; based on feedback, the grant application will be amended if the Grant Management Team determines adjustments and amendments are necessary.

The Transformation District Shepherd will oversee the Grant Management Team. The Transformation District Shepherd, Ms. Cyndy Spivey, has invested twenty five years in education and eleven with SWPS (7 years as a campus principal; 4 years as Director and Associate Superintendent of Federal Programs, Performance and Accountability), has been an integral part of the transformation process, has excellent problem-solving skills, has been an agent of positive change through the implementation of the School Improvement grants throughout the district. Ms. Spivey has managed \$2,131,587.00 of School Improvement federal funds in the past four years and has positively impacted student performance and research-based curriculum implementation. Under Ms. Spivey's direction, AYP passing standard in ELA has been met consistently since 2006. The average growth in mathematics across the district for the past 2 years has been 16 points. SWPS has a 90%-plus at-risk student population with a mobility rate of greater than 80% and the graduation rate has been consistently below the AYP standards, in spite of significant attention given to improving this area.

The Grant Management Team consists of a local School Improvement Consultant (must have a confirmed history of greater than 5 years of improving targeted areas of need to meet or exceed the AYP/AEIS passing standard with multiple years in campus administration), TTIPS Data Information Specialist, Administrative assistant/Staff Development Coordinator, Associate Superintendent of Finance, PEIMS Coordinator, Project Manager, District Testing Coordinator, and collaborate with Texas Transformation Project and the Evaluator. The Campus Support Team will consist of the Nurse, PBS Specialist, Compliance Officer, Community/Parent Liaison, Workforce/Job Liaison, IT trainer, Reading Specialist Coordinator, Social Worker, Truancy Officer and the Substance Abuse Counselor. The Student Support Team will consist of Campus Administration, Reading Specialist, Instructional Staff, Special Programs Aide, Instructional Assistants, Transportation, and Fine Arts instructor.

Campus and District staff will work collaboratively to design, implement and analyze the effectiveness of the TTIPS grant to include the following tasks for continuous improvement of the Transformation Model.

- Assist with data analysis and accountability and increase local data capacities to support instruction.
- Disaggregate, analyze and manage student performance on the TAKS.
- Conduct surveys to determine the effect that the transformation model has had on teacher practices.
- Coordinate with district instructional leaders to determine the professional development needs.
- Ensure the plan is being communicated effectively and accurately to all district/community stakeholders.
- Oversee and manage the grant activity timeline and complete required reports.

Staff will be selected based on their experience and certifications and will be evaluated on their ability to self-monitor, provide continuous feedback and updates, produce measurable positive results, achieve continued growth in performance, and collaborate with administration in developing long range professional goals to ensure a high level of investment and commitment to the success of the Transformation Model.

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

Part 2: Project Management Cont.

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

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

Southwest Preparatory School (SWPS) fully intends to continue the Transformation Reform Model after the funding ends at the end of the TIPPS grant. In three years, programs, climate and culture changes will be in place. Expectations for high performance with rewards will be part of the fabric of the new policies and procedures and the ~~North~~^{South} campus will have rebranded itself in the eye of the public as the vocational charter school in San Antonio. The new school cannot go back to pre transformation but instead will have the infrastructure to support the new transformation by 1). attracting new students who are not at-risk and are motivated to have a jump start on a vocation driving higher graduation rates and higher weighted ADA to financially support many of the changes 2). generating new revenue with the new non- profit, Southwest Preparatory School Education Foundation, created earlier this year, will be generating between \$300,000-\$500,000 per year by following the Benevon (www.benevon.com) approach to creating sustainable funding using their four step model. Staff will be trained in the 2010-2011 school year to start this process 3). due to the efficacy of the Transformation, some positions may no longer be necessary as positive changes to the school climate become embedded, thus scaling down of some of positions may be practical, without impacting performance outcomes and eliminating entirely the grant administration staff.

The Southeast campus sustainability of this model will remain intact because of our high retention rate among teachers and staff (this year it was 95%).

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

Part 2: Project Management Cont.

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

The budget proposed includes spending in professional services for project management, professional consultant, evaluator, nurse, attendance monitoring, portable buildings, SES providers, van lease, gym rentals and technical support. The Southeast campus will contract with the local regional education center, Region 20, for the project management, evaluation and technical support. Carl Engleman will be an educational consultant. ESC Region 20 has numerous educational consultants who have been trained as school administrators that specialize in data analysis and teacher monitoring and evaluation.

Mr. Engleman is a Math specialist and educational consultant with seven years experience, one year with SWPS (2004-2005) and six years with SIRC serving Fox Tech in San Antonio (2005-2006), Sterling H. Fly Jr. High in Crystal City (2005-2008), Crystal City High School (2008-2010) and Por Vida Academy (2008-2010). Southwest Preparatory School currently contracts with the School Health Coop in San Antonio and will increase the agreement for five additional days. To monitor the attendance, the Southeast campus has priced a contract with AIM (sole source provider) to monitor court assigned students to improve attendance. Agreements with outsider vendors will follow as outlined below:

The steps include:

1. Identify clear purpose and reasons for contracting with an external provider.
2. Engage stakeholders in the clarifying need and ensure the selection process is transparent to stakeholders.
3. Articulate the goals of the relationship including measurable expectations.
4. Create conditions to attract multiple high quality providers.
5. Budget adequate funding to support relationship for the duration of contract.
6. Develop a rigorous process to select a partner whose experience and qualifications match the specified goals.
7. Negotiate a contract outlining roles and responsibilities of the external partner.
8. Provide support as needed and appropriate.
9. Evaluate the partner's progress toward goals.
10. Define consequences for failure.

Any requirements for outside providers to provide services or facilities or equipment (such as the portable building and van), if totaling more than \$50,000.00 in value will be advertised and competitively bid following Texas Education Code 44.031 (a);(b). As part of the continual process to ensure quality and transparency in the relationships with external partners, for bids over \$50,000.00, Southwest Preparatory will create selection rubrics based on the schools need prior to soliciting external contractual partnerships. These rubrics will be used to select the partner that will be able to most completely fulfill the need to support campus capacity.

The Southeast campus will abide by all federal requirements of the School Improvement Program in the selection of SES providers.

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| Part 2: Project Management Cont. | | |
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| Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit. | | |
| <p>At the current time, Southwest Preparatory School has no short-term plans to participate in any additional site visits. Site visits have been conducted in the recent past by going to Winfree Academy in Dallas/Irving Texas. Additionally research of similar schools with a vocational emphasis has been reviewed to include City Charter High School in Pittsburgh Pennsylvania.</p> | | |

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| Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school. | | |
| <p>Southwest Preparatory School only has campuses identified as Tier I. All Tier I campuses are seeking funding through the TTIPS grant program.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 3: Intervention Model | | |
| Section A: Intervention Model Selection Process | | |
| Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program. | | |
| <div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <div> <input checked="" type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div> | | |
| Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page | | |

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

Southwest Preparatory School's District Leadership Team (Strategic Assessment Leadership Team), after discussion with various stakeholders, determined the Transformation Model was the best intervention model that aligned to the needs of the Northeast Campus. SALT reviewed the four intervention models using the narrowing questions provided by TTIPS training to focus the data review and drive the discussion related to each model and determined that the Turnaround or Transformation Model were the only appropriate options for this campus. After reviewing the guidelines for each of these models, SALT determined that an effective governance structure was in place on the campus and that a majority of the teachers did have the necessary skills to meet the needs of the students and therefore selected the Transformation Model as the best strategy for the campus to create significant improvement in the identified areas of student achievement, graduation/completion rate, and school culture in a meaningful and sustainable way.

Once the Transformation Model was selected, SALT created the Grant Management Team which included superintendents, district staff, principal, SIRC technical assistance provider, and ESC 20 educational specialists. The Grant Management Team reviewed the needs assessment, analyzed the data and developed a plan for a successful implementation of the TTIPS grant model. In order to realize the true vision of the Transformation Model, the following relevant and rigorous job-embedded and leadership-oriented activities will be conducted, analyzed and evaluated for the Northeast Campus, Southwest Preparatory School. This will provide for opportunities to modify and optimize these activities to ensure that they are transparent and equitable for the following year(s).

Timeline:

- May 2010
 - Removed Principal who lead school prior to commencement of Transformation Model
 - Analyze data to develop school transformation plan
 - Develop plan to maximize key school assets: time, people, and resources
 - Review existing strengths to be extended into the Transformation Model
 - Select instructional model based on student needs
 - Investigate options for new software/hardware
 - Plan School-year kick-off event
- June 2010
 - New Principal selected
 - SEA awards grants to LEAs
 - LEAs begin implementation
 - Develop campaign to inform community of intervention model
 - Plan new scheduling structure to accommodate extended learning time
- July 2010
 - Advertise positions and hire additional staff
 - Begin procurement process for hardware, software and classroom materials
 - Review CTE specific materials and processes
 - Develop specific action plan with designated early wins and altered standard operating procedures
 - Plan professional development for instructional personnel
 - Planning/development of cohort academies
 - Planning/development of small learning communities
 - Restructure campus scheduling to accommodate for extended learning time

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

Part 3: Intervention Model

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

- August 2010
 - Engage community and parents
 - Analyze student data to inform instructional practice beginning day 1 using research based and vertically/horizontally aligned curriculum
 - School-year kick-off event
 - Develop rigorous, transparent, and equitable evaluation systems with teacher and principal involvement
 - Provide professional development for instructional personnel/administrative and support staff
 - Improve Staff Mentoring Program
 - Develop process to identify and reward staff for reaching program goals
 - Apply RTI Matrix to identify students requiring the extended learning schedule
 - New Leader Bootcamp to prepare campus administrator for grant implementation
 - Finalize plans for cohort-based SLCs (Academies)
 - Staff training on new software
 - In-service for new and returning instructors and staff
 - Contact community stakeholders to develop internship opportunities
- Fall 2010
 - Continuously monitor progress, review possible barriers and change operational norms as required
 - Initiate improved Staff Mentoring Program
 - Amend grant as necessary as barriers are discovered
 - Implement enhanced targeted benchmarking schedule
 - Monitoring and provide feedback/incentives to staff for progress reaching program goals
 - Provide on-going job-embedded professional development
 - Enhance locally developed monitoring tools to include disaggregated benchmark data to drive instructional decision making processes
 - Introduce rigorous, transparent, and equitable evaluation system to staff
 - Maintain community and parent engagement
 - Integrate data into all instructional decision making processes
 - Prepare for some efforts to fail and initiate rapid "retry"
 - TTIPS Grant Committee will review 2010-2011 Title 1 Priority Schools Grant implementation and effectiveness
- Spring 2011
 - Continuously monitor progress, review possible barriers and change operational norms as required
 - Amend grant as necessary as barriers are discovered
 - Provide on-going job-embedded professional development
 - Enhance locally developed monitoring tools to include disaggregated benchmark data to drive instructional decision making processes
 - Continue enhanced targeted benchmarking schedule
 - Evaluate staff with rigorous, transparent, and equitable evaluation system
 - Maintain community and parent engagement
 - Integrate data into all instructional decision making processes
 - Prepare for some efforts to fail and initiate rapid "retry"
 - Analyze current program and make grant adjustments as needed
 - On-going review of Comprehensive Needs Assessment
 - TTIPS Grant Committee will begin 2011-2012 Title 1 Priority Schools Grant process.

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Schedule #4B—Program Description

Part 3: Intervention Model

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

- Summer 2011
 - Implement Summer Bridge extended program
 - Evaluate transformation model progress, review possible barriers and change operational norms as required for 2011-2012
 - Evaluate improved Staff Mentoring Program and make necessary improvements
 - Amend grant as necessary as barriers are discovered
 - Plan targeted benchmarking schedule for 2011-2012
 - Evaluate effectiveness of current years feedback/incentives to staff for progress reaching program goals and revise as needed for 2011-2012
 - Review on-going job-embedded professional development and plan for necessary training for 2011-2012
 - Update and enhance locally developed monitoring tools to include disaggregated benchmark data to drive instructional decision making processes
 - Evaluate effectiveness of new rigorous, transparent, and equitable evaluation system of staff and make necessary improvements
 - Planning community engagement activities and identifying future community partners for 2011-2012
 - Review qualitative and quantitative data to adjust Transformation Model as necessary

The following are a list of activities that are being considered for inclusion in school improvement activities through the grant. These activities will be provided primarily by ESC 20.

Coaching for Success: This professional development is designed to build awareness and skills related to coaching conversations. The sessions include an examination of techniques and hands-on practices that support the skills needed to facilitate the thinking of others.

Covey's The Leader in Me: The Leader in Me process helps develop the essential life skills and characteristics students need in order to thrive in the 21st century. The Leader in Me is integrated into a school's core curriculum and everyday language so that it isn't "one more thing" teachers and administrators has to do. It becomes part of the culture, gaining momentum and producing improved results year after year.

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

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

Part 3: Intervention Model

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

Working Systemically: Working Systemically Leadership Teams include participants from every level analyzing all parts of the system to understand where to focus improvement efforts. Training will focus on building capacity and developing an understanding of the five competencies of high performing schools and districts.

The 360° Walkthrough: The 360° Walkthrough is designed to equip campus leaders with the necessary tools to assess the effectiveness of classroom instruction. Based on the Framework of Continuous Improvement and best practices, the 360° Walkthrough provides a panoramic view of campus instructional needs. Personnel involved in conducting walkthroughs learn how to use the observation process to identify areas of focus and initiate collegial, reflective conversations about refinement in practice and student performance. Observation forms are aligned to the Professional Development and Appraisal System (PDAS) and are user friendly.

7 Habits of Highly Effective Teens: Being a teenager is both wonderful and challenging. In The 7 Habits of Highly Effective Teens, we will apply the timeless principles of the 7 Habits to the tough issues and life-changing decisions today's teens face. In an entertaining style, this training provides a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more.

411 Series: From the Office of Safe and Drug Free School at ESC-20, the 411 Series provides information to parents, students, and community members on the following topics: 411 on Teen Relationships; 411 on Drugs; 411 on Internet Safety; and 411 on Bullying.

TEXAS TRANSFORMATION PROJECT SERVICES

Southwest Preparatory will use all of the services in the Texas Transformation Project to include, but are not limited to:

- Principal/Leader Competency Review Process
- Leadership Coaching (up to five campus/LEA leaders)
- LEA Personnel participation in District Institute
- National Staff Development Summer Conference
- School Improvement Conference
- District Snapshot
- Webinars/podcasts/publication
- Open access to online professional development.

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| Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus. | | | |
| 1 | Campus Leadership (Principal, Assistant Principal, Counselor, Academic Dean) | | |
| 2 | SALT (Strategic Accountability Leadership Team) –Superintendent, Deputy Supt, Associate. Superintendent of Accountability and Associate Superintendent of Finance | | |
| 3 | ESC-20 Staff | | |
| 4 | Community members, parents, stakeholders | | |
| 5 | Board of Trustees | | |
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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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| 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 |
| A, B, C | Improve Student Achievement in Reading/ELA | To provide students with needed tools for post-secondary success in English/Language Arts | AEIS/AYP/PBMAS Reports "...approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics." Source: COURSES COUNT: PREPARING STUDENTS FOR POSTSECONDARY SUCCESS ACT Policy Report http://www.act.org/research/policymakers/pdf/CoursesCount.pdf | July 2010 | June 2011 |
| A, B, C | Improve Student Achievement in Mathematics for all students and sub-populations | To provide students with needed tools for post-secondary success in Mathematics. | AEIS/AYP/PBMAS Reports "...approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics." Source: COURSES COUNT: PREPARING STUDENTS FOR POSTSECONDARY SUCCESS ACT Policy Report http://www.act.org/research/policymakers/pdf/CoursesCount.pdf | July 2010 | June 2011 |
| A, B, C | CSCOPE will be used to supplement local curriculum used in cohort-based academies | To provide better tools to teachers to monitor students success. | "Ervin Knezek, statewide CSCOPE coordinator, told the school board on September 24 th that schools who have successfully implemented CSCOPE have seen an increase in their campus ratings. Schools that have partially implemented CSCOPE have been able to | June 2010 | June 2011 |

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| | | | maintain their campus ratings." Source: <i>Http://www.llano.k12.tx.us/public/0809cscopeteacherparentqa6408.pdf</i> . CSCOPE Teacher and Parent Q & A. Web. May-June 2010. < <i>http://www.llano.k12.tx.us/public/0809cscopeteacherparentqa6408.pdf</i> >. | | |
| A, C | School staff and leadership will implement RTI Matrix in cohort-based academies. | To provide RTI tools to campus staff and leadership. | "RTI is a new method of identifying students with learning disabilities that many schools are adopting. It involves having multiple levels, circles, or tiers of intervention—ranging from whole-group instruction to small-group intensive intervention. Its increasing implementation affects all teachers and students—those in general and special education." Source: Murawski, Wendy W., and Claire E. Hughes. "Response to Intervention, Collaboration, and Co-Teaching: A Logical Combination for Successful Systemic Change." <i>Preventing School Failure</i> 53.4 (2009): 267. <i>MasterFILE Premier</i> . EBSCO. Web. 25 May 2010. | July 2010 | June 2011 |
| A, C | Training on 360 Walkthrough for campus leadership | To provide campus leadership with tools to adequately assess instruction. | "Educators face ongoing pressure to improve student outcomes, especially with regard to academic achievement and social behavior. One viable strategy for supporting and improving instructional practices is to conduct classroom observations and provide performance feedback. Researchers have shown performance feedback to be effective in the workplace, institutions, and educational settings." "The results of our case study are encouraging and suggest that an observation system that gives high school teachers information about instructional practices and the effects they have on whole-class behavior is feasible, relevant, and effective." Source: Colvin, Geoff, et al. | Fall 2010 | Spring 2011 |

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| | | | "Using Observational Data to Provide Performance Feedback to Teachers: A High School Case Study." <i>Preventing School Failure</i> 53.2 (2009): 95. <i>MasterFILE Premier</i> . EBSCO. Web. 25 May 2010. | | |
| A, B, C | "Working Systemically" training for campus leadership | To understand where to focus improvements, building capacity to be a high performing school. | "Our data indicate that districts and schools working with SEDL are building their capacity to align curriculum, instruction, and assessment with standards. Survey and interview information tells us that educators in our sites think alignment of instruction and assessment, alignment of curriculum and standards, and vertical alignment (for example, alignment between what is taught in third- and fourth-grade math) is improving. The data also indicate that educators across sites believe school and district leaders did a better job of promoting alignment in the 2003–2004 school year than in the previous year." Source: Southwest Educational Development Lab., Austin, TX. "Alignment in SEDL's Working Systemically Model 2004 Progress Report to Schools and Districts. Summary Report." <i>Southwest Educational Development Laboratory</i> (2004): ERIC. EBSCO. Web. 25 May 2010. | Fall 2010 | Spring 2011 |
| A, B, C | Training for staff to make data-driven decisions to drive instructional decisions | To provide campus leadership with tools to adequately assess instruction using: Eduphoria SchoolObject.Aware | "...districts across the country are employing data-driven decision making techniques not only to analyze test scores and student achievement, but also to: • Narrow achievement gaps between student subgroups • Improve teacher quality • Improve curriculum • Share best practices among schools and districts • Communicate education issues more effectively with key stakeholders • Promote parental involvement in the education process • Increase dialogue within the educational community..." | June 2010 | June 2011 |

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| | | | Source: "Data-Driven Decision Making: A Powerful Tool for School Improvement" < https://www.erd.c.k12.mn.us/promo/sage/images/AnalyticsWhitePaper.pdf > | | |
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| 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 |
| A, B, C | District Snapshot (June 21 st provided by SIRC) | To provide district with quality data to drive instruction | "Although testing is an important part of measuring progress, how teachers use the resulting data from test results to drive instruction is critical. Teachers have the opportunity to use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses." Source: U.S. Department of Education, "No Child Left Behind: A Toolkit for Teachers," 2004. | June 2010 | June 2011 |
| A, B, C | WebCCat will be utilized for district | To create outline or offline assessments | "Although testing is an important part of measuring progress, how teachers use the resulting data from test results to drive instruction is critical. Teachers have the opportunity to use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses." Source: U.S. Department of Education, "No Child Left Behind: A Toolkit for Teachers," 2004. | Fall 2010 | Spring 2010 |

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| A, B, C | Campus Snapshot | To provide campus with quality data to drive instruction | <p>"Although testing is an important part of measuring progress, how teachers use the resulting data from test results to drive instruction is critical. Teachers have the opportunity to use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses."</p> <p>Source: U.S. Department of Education, "No Child Left Behind: A Toolkit for Teachers," 2004.</p> | August 2010 | June 2011 |
| A, B, C | Training for staff to make data-driven decisions to drive instructional decisions | To provide campus with quality data to drive instruction using Eduphoria SchoolObject:Aware | <p>"...districts across the country are employing data-driven decision making techniques not only to analyze test scores and student achievement, but also to:</p> <ul style="list-style-type: none"> • Narrow achievement gaps between student subgroups • Improve teacher quality • Improve curriculum • Share best practices among schools and districts • Communicate education issues more effectively with key stakeholders • Promote parental involvement in the education process • Increase dialogue within the educational community..." <p>Source: "Data-Driven Decision Making: A Powerful Tool for School Improvement" https://www.erd.c.k12.mn.us/promo/sage/images/AnalyticsWhitePaper.pdf</p> | June 2010 | June 2011 |
| A, B, C | Provide training on disaggregating data to drive instructional decisions using locally developed student tracking tools | To provide campus with quality data to drive instruction using: Test History Tool Focus Group Tool Dropout Rate Tool Completion rate Tool | <p>AEIS/AYP/PBMAS Reports/PEIMS Data</p> <p>"...districts across the country are employing data-driven decision making techniques not only to analyze test scores and student achievement, but also to:</p> <ul style="list-style-type: none"> • Narrow achievement gaps between student subgroups • Improve teacher quality • Improve curriculum • Share best practices among schools and districts | August 2010 | June 2011 |

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| | | | <ul style="list-style-type: none"> • Communicate education issues more effectively with key stakeholders • Promote parental involvement in the education process • Increase dialogue within the educational community..." <p>Source: "Data-Driven Decision Making: A Powerful Tool for School Improvement" <https://www.erd.c.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf></p> | | |
| A, B, C | Use of WebCCat/Eduphoria to benchmark to target TAKS objectives (Math/Science, ELA/Social Studies) | To provide campus with quality data to drive instruction using: Eduphoria SchoolObject: Aware/ WebCCat | <p>"Although testing is an important part of measuring progress, how teachers use the resulting data from test results to drive instruction is critical. Teachers have the opportunity to use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses."</p> <p>Source: U.S. Department of Education, "No Child Left Behind: A Toolkit for Teachers," 2004.</p> | August 2010 | June 2011 |
| A, B, C | Increase collaborative planning in core subject areas to address areas of targeted instruction | To provide campus with quality data to drive instruction using: Test History Tool Focus Group Tool Dropout Rate Tool Completion rate Tool Master Schedule | <p>AEIS/AYP/PBMAS Reports/PEIMS Data "...the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement."</p> <p>Source: Hord, Shirley M. "Professional Learning Communities: What Are They And Why Are They Important? Issues About Change", <i>SEDL</i>, Vol. 6, No. 1 (1997) <http://www.sedl.org/change/issues/issues61/Issues_Vol6_No1_1997.pdf></p> | July 2010 | June 2011 |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 3: Increase Leadership Effectiveness | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A, B, C | Leadership will participate in Coaching for Success | To provide leadership skills to district and campus leadership. | "Leadership matters. What leaders think and do and how they interact with others has a profound effect on the level of performance of the organization in which they work." Source: Zimmerman, Judith. "Providing Effective Professional Development: What's Holding Us Back?" American Secondary Education 21(2) Spring 2003. | Fall 2010 | Spring 2011 |
| A, B | Leadership will participate in the Covey's Leader in Me Series | To provide leadership skills to district and campus leadership. | "Leadership matters. What leaders think and do and how they interact with others has a profound effect on the level of performance of the organization in which they work." Source: Zimmerman, Judith. "Providing Effective Professional Development: What's Holding Us Back?" American Secondary Education 21(2) Spring 2003. | Fall 2010 | Spring 2011 |
| A, B, C | Principal Leadership Competency Review Process | To provide leadership skills to district and campus leadership. | "The principal's instructional leadership is crucial for quality education." Source: Zimmerman, Judith. "Providing Effective Professional Development: What's Holding Us Back?" American Secondary Education 21(2) Spring 2003. | Fall 2010 | Spring 2011 |

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| A, B, C | Increase training of new instructors on mission/vision/standard operating procedures | To provide support to new instructors | SWPS District Charter Transformation Plan HR Materials and Resources/Surveys/Program Evaluation Tool "Beginning teacher support programs... can improve teacher retention rates by enhancing new teacher satisfaction... a well-designed and implemented effort can improve practice, helping new educators apply the theoretical knowledge acquired in their teacher preparation programs to the complexity of real-life teaching." Source: Stansbury, Kendyll and Zimmerman, Joy. "Lifelines to the Classroom :DESIGNING SUPPORT for BEGINNING TEACHERS", WestEd 2000. < http://www.wested.org/online_pubs/tchrbrief.pdf > | August 2010 | June 2011 |
| A, B, C | Develop the mentoring process and identify critical campus leaders to provide feedback and continuous improvement through on-going monitoring | To provide leadership skills to district and campus leadership for professional growth | Transformation Plan Surveys Program Evaluation Tool AEIS/AYP/PBMAS Reports/PEIMS Data "...the goal of teacher mentoring should be focused on improving teacher quality and improving student success." Source: Pan, Diane T., and Mutchler, Sue E. Mentoring Beginning Teachers: Lessons from the Experience in Texas, SEDL, Policy Research Report, November 2000. < http://www.sedl.org/pubs/policy23/welcome.html > | August 2010 | June 2011 |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 4: Improve Learning Time | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A, B, C | Develop and implement RTI Matrix for cohort-based academies | Students identified at risk need additional classroom support | Graduation Rate Dropout Rate Completion Rate 3-5 yr Academic Gap "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems." Source: Essential Components of RTI – A Closer Look at Response to Intervention, <i>National Center on Response to Intervention</i> , April 2010 http://www.rti4success.org/images/stories/pdfs/rtiessentialscomponents_051310.pdf | August 2010 | June 2011 |
| A, B, C | Develop Summer Bridge extended program | Students identified at risk of not graduating with their cohort need the opportunity for credit recovery/acceleration | Graduation Rate Dropout Rate Completion Rate Credit Acquisition "...summer school had positive academic effects on middle-income and low-income students. Positive effects on student performance also were found for programs for smaller numbers of students and for programs that provided students with individualized and small-group instruction. (Cooper et al, 2000)" Source: Miller, Kiersten, Snow, David and Lauer, Patricia. Out of School Time: Programs for At-Risk Students. <i>McRel</i> 2004 http://www.mcrel.org/PDF/Noteworthy/5042IR_NW_OSTPrograms.pdf | Spring 2010 | Summer 2011 |

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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 5: Increase Parent/Community Involvement | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A, B | Parent Portal becomes operational | To increase the 2-way communication between school and parents and to involve the parent in the monitoring of the academic progress of their student | <p>"The evidence is clear—schools cannot close the achievement gap without partnering with families." Source: http://www.ncpie.org/pubs/AnneHendersonTestimonyExecutiveSummaryApril2010.pdf "Executive Summary of Statement by Anne T. Henderson, Senior Consultant Community Organizing and Engagement, Annenberg Institute for School Reform Before the Senate Committee on Health, Education, Labor, and Pensions", April 22, 2010 http://www.ncpie.org/#search</p> | August 2010 | June 2011 |
| A, B | Increase opportunities for parent involvement and feedback at campus activities | To engage the parent in the development and implementation of campus activities | <p>Research reveals many benefits when parents are involved in their child's education, including:</p> <ul style="list-style-type: none"> • Higher grades and test scores; • Better attitudes and behavior; • Better school attendance; • More homework completed; • Less chance of placement in special education; • Greater likelihood of graduating from high school; and • Better chance of enrolling in postsecondary education. <p>Showing an interest in your child's education, setting high expectations for achievement and letting your child know you believe in his or her abilities sets a positive</p> | August 2010 | June 2011 |

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| Critical Success Factor 6: Improve School Climate | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A, B, C | Training and implementation of Positive Behavior Support decrease discipline referrals and placement | To decrease the need for more aversive interventions | "Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change." Source: National Association of school Psychologists (NASP) http://www.nasponline.org/resources/factsheets/pbs_fs.aspx | August 2010 | June 2011 |
| A,C | Training and implementation of 7 Habits of Highly Effect Teens training for staff and students to increase attendance, decrease discipline referrals, and decrease mobility rate | To provide students and staff with leadership training for teens | "Leadership matters. What leaders think and do and how they interact with others has a profound effect on the level of performance of the organization in which they work." Source: Zimmerman, Judith. "Providing Effective Professional Development: What's Holding Us Back?" American Secondary Education 21(2) Spring 2003. | August 2010 | June 2011 |
| A,B | Training and implementation of 411 Series provided to district/campus staff and/or students/ parents/community to increase attendance, decrease discipline referrals, and decrease mobility rate | To provide information for staff and/or students on improving the school climate. | "...a caring school climate is associated with: • Higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades (19 studies) • Higher self-esteem and self-concept (5 studies) | August 2010 | June 2011 |

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| | | | <ul style="list-style-type: none"> • Less anxiety, depression and loneliness (3 studies) • Less substance abuse (4 studies)" <p>Source: "School Climate and Learning", <i>Best Practice Briefs</i>, No. 31, December 2004, University-Community Partnerships @ Michigan State University <http://outreach.msu.edu/bpbriefs/issues/brief31.pdf></p> | | |
| A, B, C | Increase number of student-centered co-curricular activities | To improve the school climate, culture, and school pride which will increase self-esteem and self-worth. | <p>"...one of the most powerful environmental protective factors that helps individuals bounce back from risk, stress and adversity is positive "connectedness." Contributing factors for student connectedness include:</p> <ul style="list-style-type: none"> • Good classroom management. Students get along with each other; teachers and students are engaged in learning; expectations are clear; teachers acknowledge students; and students participate in the management of the classroom. • Participation in co-curricular activities. Students who are more connected to school participate in these activities. • School size. Schools larger than 1,200 students have more challenges promoting connectedness. • Students' social relationships in school. School connectedness is higher when students are part of multiple social groups and have many reciprocal friendships, and when friendship groups are integrated by race and gender." <p>(Blum, R.W., McNeely, C.A., Rinehart, P.M., 2002) Source: Best Practices School Climate <http://wch.uhs.wisc.edu/13-Eval/Tools/Resources/School%20Climate.pdf></p> | August 2010 | June 2011 |

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| A | Increase attendance with use of monitoring devices and coaching | Increased attendance positively impacts student performance; monitoring devices support high attendance rates and reduce dropouts | <p>"After one month following the program, AIM students are maintaining a 97% classroom attendance rate."</p> <p><http://www.aimforattendance.com/results></p> <p>"A 2008 study conducted by the Rodel Community Scholars at Arizona State University ...found that dropout patterns were linked with poor attendance..."</p> <p>Source: "School Attendance: Issues to Consider" <http://www.greatschools.org/p parenting/behavior-discipline/school-attendance-issues.gs?content=644></p> | August 2010 | June 2011 |
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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 7: Increase Teacher Quality | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| B, C | Increase attendance at special program trainings/certifications (ESL/GT/CATE/ELPS) | Effective teaching impacts student success across all disciplines | "...what consistently delivered the best returns on student learning was ... giving teachers SUSTAINED opportunities to improve their classroom skills." Source: Wong, H. and Wong, R. Teachers Are the Greatest Assets, <i>Effective Teaching</i> , May 1, 2009. http://teachers.net/wong/MA Y09/ > | August 2010 | June 2011 |
| B, C | Improve technical abilities of all instructional staff | Effective teaching impacts student success across all disciplines by teaching students 21 st century skills | "Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum (Fatemi, 1999; Office of Technology Assessment, 1995; Panel on Educational Technology, 1997)...a well-planned, ongoing professional development program that is tied to the school's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom." Source: Rodriguez, G. "Providing Professional Development for Effective Technology Use", <i>Critical Issue</i> , 2000. http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm > | August 2010 | June 2011 |

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| B, C | Progression of staff from apprentice to master instructor | Continuous improvement of skills improves teacher capacity to facilitate student achievement | <p>"Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement "</p> <p>Source: Rice, J. K. "Teacher Quality: Understanding the Effectiveness of Teacher Attributes" August 2003.</p> <p><http://www.epi.org/publications/entry/books_teacher_quality_execsum_intro/></p> | August 2010 | June 2011 |
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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Other Improvement Activities and Timeline (cont.) | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| CSF1A, B | Increase course completions of students enrolled in core courses | To improve completion and graduation rates, decrease dropouts and the mobility rate | "Where attention is paid to the conditions that can improve student achievement, completion rates will improve; students who are succeeding are more likely to complete school than those who are not." Source: Barton, Paul E. One-Third of a Nation: <i>Rising Dropout Rates and Declining Opportunities</i> , 2005 http://www.ets.org/Media/Education_Topics/pdf/onethird.pdf | August 2010 | June 2011 |
| CSF1A, B CSF2A-C | Students progress on PGP Plan from Yr 1 to Yr 2, from Yr 2 to Yr 3, from Yr 3 to Yr 4, from Yr 4 to Completion | To improve completion and graduation rates, decrease dropouts and the mobility rate by grouping students in cohort-based SLCs for improved academic progress tracking | "Small learning communities with one-on-one instruction that engage students in their studies and relate the material to their lives and goals, and interdisciplinary teaming of teachers and students have each shown promise in lowering school-wide dropout rates." (Kerr & Legters, 238) Source: Bridgeland, J., Dilulio, J., Morison, K. "The Silent Epidemic <i>Perspectives of High School Dropouts</i> " March 2006 http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf | August 2010 | June 2011 |
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 4: Waiver Requests

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

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

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

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement

Continuous improvement is central to the success of the Southwest Preparatory Transformation Model. To ensure the infrastructure and success of the Transformation Model, the Grant Management Team, in collaboration with the school leadership team, will meet to continually develop, establish, and improve upon a solid, quality-based management structure to oversee grant activities and to make appropriate modifications consistent with the goals and requirements of the grant. This management approach will allow for input, collaboration, and shared responsibilities among all staff involved in the Transformation Model. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives and the specified performance indicators. The Project Manager and the Evaluator will monitor, inform, and guide project implementation and its impact from an objective and standardized perspective. The evaluation process will adhere to the ethical standards of the American Educational Research Association and the Program Evaluation Standards established by the Joint Committee on Standards for Educational Evaluation.

Specifically, the grant program will apply an accountability system that uses a system of checks and balances.

Grant Project Management: The Evaluation Team (consisting of school leadership, project manager, and evaluator [ESC-20]) will be responsible for collecting initial "outcome" indicator data to establish a baseline "profile" for the grant program. Mid-annual and annual benchmarks for performance/progress that align with the project objectives and outcomes will be established. The profile and benchmarks will be compared at regular quarterly meetings to identify performance strengths, weaknesses, and needed modifications. Performance outcomes will be compiled in bi-annual outcome evaluation reports in order to ensure that the grant is congruent to its stated goals.

Record Keeping/Reporting: The Evaluation Team will develop a monthly process evaluation report that will detail the progress of activities which can be easily compared to the action plan. This evaluation is based on the performance targets as specified in the evaluation requirements. Ongoing monitoring will include: review of program records and documents (attendance logs, activity sign-in sheets, lesson plans, enrollment forms, pre/post-testing results, TAKS results, PEIMS 425 records, and other relevant documents); survey results; and observation through site visits and unstructured interaction with staff, community partners, and participants. When necessary, the program will be adjusted to reflect feedback from stakeholders, campus teachers, parents and community members. The data will be used to determine if the promised activities have been carried out as contracted.

Monitoring: This will be the responsibility of the project manager. The evaluator will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling and reporting techniques, and fidelity. The evaluator will develop and forward a list of recommendations for improvement that will be immediately addressed to ensure compliance with the grant contract. Using local level standardized rubrics that assess effectiveness of instruction, curriculum, and environment, academic content and instruction will be assessed and feedback will be provided to school staff to enhance effectiveness.

Self-Assessment: This will primarily be the responsibility of the school leadership. Students, staff, parents and community stakeholders will be encouraged to participate in satisfaction surveys (and participate in focus groups) that gather information on their level of access, "buy-in," and satisfaction with academic enrichment opportunities, classroom structure, school instructional model, parental opportunities for involvement, etc. Feedback will be discussed at staff meetings and in district meetings to assess the progress and quality of services.

Human Resources: This will be the responsibility of school administrators through the bi-annual evaluation of staff (using standardized evaluation instruments) as well as the school's personnel department who will be responsible for recruiting and retaining teachers and other staff, and related personnel issues.

Fiscal Management: The overall financial compliance of the grant will be the responsibility of Business Office of the District. This will be the responsibility of the accounting office that must approve all budget adjustments; quarterly expenditure reports with grant expenditure projections will be submitted to the Grant Management Team; required financial reports will be submitted to TEA as required by the grant; AARA reports will be submitted as required by the TTIPS grant.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

ESC-20, the evaluator for the SWPS grant, will conduct all phases of the evaluation for this project, in partnership with campus administration and the Grant Management Team. The Evaluation Team, representing the stakeholders of this initiative, will meet quarterly to assess detailed evaluation reports prepared by ESC-20. To provide data for ESC-20 measuring progress towards stated objectives and goals, project staff will collect both quantitative and qualitative data regularly to provide a comprehensive and balanced record of project implementation and of the impact of the program, including staff, students, parents and community stakeholder populations.

Data collection will include:

- Attendance records
- TAKS results
- Discipline Referral Records
- PEIMS 425 reports
- Promotion / Retention Rates
- Student Grades
- AEIS data
- AYP status
- WebCCAT
- Eduphoria: Aware
- Surveys
- Interaction with staff, community partners, and participants
- Site visits

The external evaluator will assess and analyze all data sets, and provide detailed reports that show total student population results as well as NCLB sub-group results, including data broken down by gender, ethnicity, special program status, and socioeconomic status. This will allow the Evaluation Team to recognize performance gaps, and address these issues immediately to ensure the greatest impact for all students.

Throughout the grant term, meetings will be held twice a month to address issues such as reporting, budgets, programming, and upcoming activities. Additional meetings will be held on an as needed basis. Campus staff will administer pre/post-test data collection methods which will help determine each students increased achievement in reading (grades 9-12) and mathematics (grades 9-12). Specific student achievement level data will be monitored by campus administration and analyzed by the external evaluator.

Formative evaluation measures will be reviewed quarterly at 9 week intervals. Finally, the Evaluation Team will evaluate requests and suggestions to make needed adjustments to the ongoing program, as well as utilize on-site observations which provide ongoing monitoring of project implementation and impact. These performance targets will effectively assess progress towards stated program goals and objectives.

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| Schedule #4C—Performance Assessment and Evaluation | | |
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| Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results | | |
| <p>Qualitative data collection will be completed through the work of the North ^{South} Campus TTIPS grant program. At the program level, data collection will be facilitated by campus staff. The program coordinator will administer pre-project surveys which will determine the specific campus needs. Additionally, the program coordinator will keep detailed records by utilizing sign-in sheets and questionnaires which record quality, type and content of specific activities. Campus staff will administer pre/post-test data collection methods which will help determine each students increased achievement in reading (grades 9-12) and mathematics (grades 9-12). Specific student achievement level data will be monitored by campus administration and analyzed by the external evaluator. This data includes TAKS assessment results, attendance, discipline referrals, promotion/retention rates, and student grades. Additionally, the campus will use AEIS data, AYP, WebCCAT, and Eduphoria as assessment instruments. Data will be reported to the external evaluator at least once each month, and will be formally reviewed quarterly, at 9 week intervals which align with the district grading periods.</p> <ol style="list-style-type: none"> 1. Data will be disaggregated by NCLB sub-groups, including: gender, ethnicity, disability status, socioeconomic status, and assigned grade. 2. Data will be reported to the external evaluator at least once each month, and prepared into a formal evaluation report quarterly. The Evaluation Team will meet quarterly to assess these formal evaluation reports, and utilize results to drive project modifications. Evaluation reports will highlight performance gaps among NCLB sub-groups, and allow for data-driven decisions and modifications to improve outcomes for all students while decreasing achievement gaps and insuring attainment of stated goals and objectives. 3. Continuous improvement results will be obtained through continuous monitoring of project activities and student outcomes. Data will be delivered to the external evaluator monthly, and assembled into detailed evaluation reports quarterly. The Evaluation Team will meet quarterly to assess student outcomes, and make project modifications based on demonstrated needs and gaps. This ongoing monitoring will allow for continuous improvement results for targeted students. <p>Project components will be evaluated to determine quality, type, and benefit of each component using a balance of structured and open-ended responses. Additional analyses required by the Texas Education Agency will also be included.</p> | | |

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The process for developing the Southeast campus' performance goals has been/is a continual process of reviewing the current NCLB Comprehensive Needs Assessment (CNA) used for the Campus Improvement Plan. The process of developing the CNA included participation from parents, local community based organizations, teachers, campus leadership and district leadership. The site based committee that developed the Campus Improvement Plan consists of parents, teachers, administrators and local community based organizations. The barriers/needs/gaps identified by the committee were summarized in the NCLB Assessment Tool along with the demographics of the school and included all facets of the school. In addition to the CNA, campus principals and district department heads made presentations about their respective areas indicating what changes if any should be made for the next year for budget planning and program improvement and those recommendations in addition to the CNA were useful in developing goals for this grant. When writing the goals for this grant, the grant writing team (composed of a cross section of seven district leadership members) asked each campus leadership team (Principal, Assistant Principal, Counselor, Academic Dean) to review their campus NCLB Needs Assessment and review and recommend goals for the grant after discussing with the stakeholders of their campus. The grant writing team reviewed all of the above mentioned information to finalize goals identified in this grant.

Once all the information was collected three members of the grant writing team were designated to review the recommendations and supporting data to determine which goals would be included and what new additional goals would be needed to meet the requirements of the transformation intervention. Those recommendations were reviewed by the entire grant writing team and each was carefully reviewed for wording and performance method and performance standard.

A critical step for district restructuring teams is to articulate school performance goals. As the Southeast campus set improvement achievement goals for each school, campus staffs were careful to clarify the measures for each goal. Factors included in the deliberation of performance measures for our campus included:

- Significant improvement by students previously failing in core subjects
- Maintenance or improvement in learning by previously successful students
- Narrowing of achievement gaps by raising the bottom, not by lowering the top

Groups involved in development of the goals included: district leadership, campus leadership, campus staff, students, and parents.

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| Part 2: Process for Development of Performance Goals | | |
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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 (summed across grades 9-10-11/accountability subset) | TAKS/Test History Tool/Eduphoria | 75% | Maintain or exceed 70% | Maintain or exceed 70% | Maintain or exceed 70% |
| 2 | Improve Student Achievement in Mathematics (summed across grades 9-10-11/accountability subset) | TAKS/Test History Tool/Eduphoria | 41% | 47% | 54% | 57% |
| 3 | Improve Student Achievement in Mathematics (Special Education, summed across grades 9-10-11/accountability subset) | TAKS/Test History Tool/Eduphoria | 10% | 15% | 20% | 25% |
| 4 | Improve Student Achievement in Mathematics (CATE, summed across grades 9-10-11/accountability subset) | TAKS/Test History Tool/Eduphoria | 35% | 40% | 45% | 50% |
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Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---|------------------------------|----------------------|----------------------|----------------------|
| 1 | Campus Educational leadership and teachers receive training to disaggregate data to drive instructional decisions | AEIS/AYP/History Tool/Eduphoria/ Focus Group Tool | 5% of staff | 25% of staff | 40% of staff | 75% of staff |
| 2 | Core subject instructors use disaggregated data to target instruction (TAKS Objectives) | AEIS/AYP/History Tool/Eduphoria/ Focus Group Tool | 5% of staff | 25% of staff | 40% of staff | 75% of staff |
| 3 | Targeted Instruction identified by benchmark data (Math/Science TAKS Prep) | WebCCat/ Eduphoria/Acc Win | 41% | 47% | 52% | 57% |
| 4 | Targeted Instruction identified by benchmark data (ELA/Social Studies TAKS Prep) | WebCCat/ Eduphoria/Acc Win | 60% | 70% | 75% | 80% |
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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|--|------------------------------|----------------------|----------------------|----------------------|
| 1 | Administrators/Instructional Leaders use disaggregated data to target instruction | AYP/Test History Tool/Focus Group Tool/Dropout Summary/ Completion Rate Tool | 5% of staff | 25% of staff | 40% of staff | 75% of staff |
| 2 | Increased visibility in the classroom (freq. per week – Proj. Mgr./Prin./AP/Acad. Dean) | Walk-through/ Observation Tool | 1/wk | 2/wk | 4/wk | Daily |
| 3 | Increase training of new instructors-Mission/Vision/SOP | Surveys/Program Evaluation Tool | 4 hrs | 6hrs | 8 hrs | 10 hrs |
| 4 | Increase support of identified Instructors (Mentoring by Master Instr.) | Evaluation of Mentoring Program | 0 | 2 sessions/ month | 3 sessions/ month | 4 sessions/ month |
| 5 | Increase support of identified instructors (classroom observations) | Observation Assessment Tool | 0 | 2 /month | 3/month | 4/month |

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 | Extended schedule- Tier II | School Schedule | 0 | 1/hr/day | 1/hr/day | 1/hr/day |
| 2 | Extended schedule- Tier III | School Schedule | 0 | 2/hr/day | 2/hr/day | 2/hr/day |
| 3 | Summer Bridge Extended program | School Schedule/ Attendance in Program | 0 | 15 days/yr | 15 days/yr | 15 days/yr |
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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---------------------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | Parent Portal becomes operational | Parent Portal Implementation Timeline | 0 | 50% | 75% | 100% |
| 2 | Increase opportunities for parent involvement/feedback at campus activities | Parental Involvement Tool | 1 new activity | 1 new activity | 1 new activity | 1 new activity |
| 3 | Increase community partnerships | Community Involvement Tool/Process | 17 current | 3 new per year | 3 new per year | 3 new per year |
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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 | Decrease discipline placement at New Directions Alt. School | AEIS/SIS | .5% | Maintain or less than 2% | Maintain or less than 2% | Maintain or less than 2% |
| 2 | Decrease Mobility Rate | AEIS/SIS | 80% | 75% | 70% | 65% |
| 3 | Increase attendance (averaged over 6 week reporting period) | SIS | 85% | 86% | 88% | 90% |
| 4 | Increase staff training with identified staff on behavior management systems | Program Evaluation Tool | 3 | 5 | 6 | 7 |
| 5 | Increase number of student-centered co-curricular activities offered | Attendance/ Program Eval Tool | 2 new activities | 1 new activity | 1 new activity | 1 new activity |

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|--|------------------------------|----------------------|-----------------------|----------------------|
| 1 | Increase course completions of students enrolled in core courses | SIS/Focus Group Tool | 50% | 55% | 60% | 65% |
| 2 | Increase attendance at special program trainings/certifications (ESL/GT/CATE/ELPS | Professional Development Tool | 25% of staff | 30% of staff | 35% of staff | 40% of staff |
| 3 | Improve technical abilities of all instructional staff | Star Chart/ Professional Development Tracking Tool | 50% | 55% | 60% | 65% |
| 4 | Progression of staff from apprentice to master instructor | Documentation/ Evaluation system | 9% at beginner level | 8% at beginner level | 7 % at beginner level | 6% at beginner level |
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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 | Students progress on PGP Plan from Yr 1 to Yr 2 | PGP/SIS/Focus Group Tool/ Completion Rate | 5% | 40% | 50% | 60% |
| 2 | Students progress on PGP Plan from Yr 2 to Yr 3 | PGP/SIS/Focus Group Tool/ Completion Rate | 10% | 40% | 50% | 60% |
| 3 | Students progress on PGP Plan from Yr 3 to Yr 4 | PGP/SIS/Focus Group Tool/ Completion Rate | 20% | 40% | 50% | 60% |
| 4 | Students progress on PGP Plan from Yr 4 to Completion | PGP/SIS/Focus Group Tool/ Completion Rate | 30% | 40% | 50% | 60% |
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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. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (Specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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Texas Title I Priority Schools Grant

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

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institution of higher education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transferal system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M03 | Recruit volunteers to actively participate in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, acknowledge in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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| Texas Title I Priority Schools Grant cSchedule #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): <u>678</u> | | | |
| Project Period: August 1, 2010 through June 30, 2013 | | | | | |
| Class/Object Code and Description | Campus Grant Costs | LEA Admin Grant Costs | Pre-Award Cost | Total Grant Funds Budgeted | |
| Payroll Costs | 5B 6100 \$2,026,571 | 120,485 | 167,500 | 2,147,056 | |
| Professional and Contracted Services | 5C 6200 \$ 196,000 | 0 | 15,500 <u>15,500 Rev</u> | \$ 196,000 | |
| Supplies and Materials | 5D 6300 \$181,953 | | 10,000 | \$181,953 | |
| Other Operating Costs | 5E 6400 \$148,500 | 0 | 6,000 | \$148,500 | |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) | 5G 6600 /15X X 0 | 0 | 0 | 0 | |
| | Total Direct Costs | 2,553,024 | 120,485 | \$198,500 <u>199,000 Rev</u> | 2,673,509 |
| | 2.248% Indirect Costs | | | <u>199,000 Rev</u> | |
| Grand Total | | | | | |
| Total Budgeted Costs: | | \$2,553,024 | 120,485 | +198,500 <u>199,000 Rev</u> | \$2,673,509 |
| Administrative Cost Calculation | | | | | |
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | | | | \$2,673,509 | |
| Multiply by (5% limit) | | | | X 5% | |
| Enter Maximum Allowable for Administration, including Indirect Costs | | | | 133,675 | |

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| by telephone/e-mail/FAX on <u>11/12/10</u> by <i>R Willis</i> of TEA. | | |
| Texas Title I Priority Schools Grant | | |
| Schedule #5—Program Budget Summary | | |
| Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period. | | |
| Year 1: SY 2010-2011 \$891,170 Year 2: SY 2011-2012 \$891,170 Year 3: SY 2012-2013 \$891,169 * 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 | | |
| In the 2010 – 2013 SY Southwest Preparatory School is consolidating local, federal and state funds that are allowed to consolidate. | | |

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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 | Academic performance/Learning time | 4 | 2 | 75,000 | \$625,500 |
| 2 Educational Aide | School Climate/Teacher Quality | 3 | | | \$219,000 |
| 3 Tutor | | | | | |
| Program Management and Administration | | | | | |
| 4 Project Director/Shepherd | Leadership | | 1 | 5,000 | \$20,000 |
| 5 Project Coordinator | Teacher Quality/Academic Performance | | 1 | 5,000 | 40,485 |
| 6 Teacher Facilitator | | | | | |
| 7 Teacher Supervisor | | | | | |
| 8 | | | | | |
| 9 Data Entry Clerk | | | | | |
| 10 Grant Accountant/Bookkeeper | Data/School Climate | | 2 | 10,000 | \$60,000 |
| 11 Evaluator/Evaluation Specialist | | | | | |
| Auxiliary | | | | | |
| 12 Reading Specialist | Academic Performance/Teacher Quality | | 1 | | \$25,000 |
| 13 Academic Dean | Academic Performance/Teacher Quality | 1 | | 20,000 | \$169,515 |
| 14 Truancy Clerk | Data/School Climate | | 1 | | \$25,000 |
| 15 Community Liaison/Parent Coordinator | Parent/Stakeholder/School Climate | | 1 | 10,000 | \$25,000 |
| 16 Co-Curricular Sponsor | Learning Time/School Climate | 1 | | | \$91,500 |
| 17 Spec Ed Compliance Coordinator | Academic Performance/Data/learning time | | 1 | | \$50,000 |
| 18 PBIS Specialist | School Climate/Academic Performance | | 1 | 10,000 | \$90,000 |
| 19 | | | | | |
| Other Employee Positions | | | | | |
| 22 Title: | Workforce Liaison Coordinator – Learning Time | | 1 | 5,000 | \$50,000 |
| 23 Title: | Truancy Officer – Learning Time | | 1 | 5,000 | \$90,249 |
| 24 Title: | | | | | |
| 25 Title: | | | | | |
| 26 | Subtotal Employee Costs | | | 145,000 | \$1,581,249 |
| Substitute, Extra-Duty, Benefits | | | | | |
| 27 6112 | Substitute Pay (5 days x 15 staff x \$80/day) | | | 2,500 | \$ 6,000 |
| 28 6119 | Professional Staff Extra-Duty Pay – Summer Bridge (3 weeks, 90 students, 8 staff x \$20/hr) | | | 5,000 | \$14,400 |
| 29 6119 | Incentive Pay (TTIPS Appraisal System/APGs) | | | | \$199,200 |
| 30 6121 | Support Staff Extra-Duty Pay | | | | |
| 31 6140 | Employee Benefits | | | 15,000 | \$346,207 |
| 32 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | 22,500 | \$565,807 |
| 33 | Grand Total Payroll Budget (line 26 + line 31) | | | 167,500 | \$2,147,056 |

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| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Amount Budgeted |
| 621 | Audit Costs (other than audits required under OMB Circular A-133) | | | | |
| 2 | Specify purpose | | | | |
| 626 | Rental or Lease of Buildings, Space in Buildings, or Land | | | | |
| 9 | Specify purpose and provide calculation: | | Gym Rental- Learning Time\$150/month x 30 months | 1,000 | \$4,500 |
| 629 | Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) | | | | |
| 9 | Specify purpose: | | | | |
| 629 | Scholarships and Fellowships (not allowed for nonprofit charter schools) | | | | |
| 9 | Specify purpose: | | | | |
| Subtotal | | | | | |
| 6200 – Professional and Contracted Services Cost Requiring Specific Approval | | | | 1,000 | \$4,500 |
| Professional and Consulting Services (6219/6239) Less than \$10,000 | | | | | |
| # | Topic/Purpose/Service | | | Total Contracted Amount | Pre-Award |
| 1. | School Nurse – School climate (\$1,500 x 3) | | | \$4,500 | 1,000 |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| Subtotal | | | | | |
| Professional and Consulting Services Less than \$10,000 | | | | 1,000 | \$4,500 |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 | | | | | |
| 1. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development Services: Southeast Campus Leadership and Teacher Leaders will contract to receive staff development from ESCs and other consulting services identified in the on-going Comprehensive Needs Assessment to improve leadership capabilities, delivery of curriculum using data-driven decisions, Professional Learning Communities, collaborative planning opportunities, and other identified services necessary to meet APGs which will lead to improved academic success and increased graduation/completion rate . | | | | | |
| Contractor's Cost Breakdown of Service to be Provided | | | # Positions | Total Contracted Amount | Pre-Award |
| Contractor's Payroll Costs | | | | | |
| Title: ESCs, Consulting Services | | | | \$105,000 | 5,000 |
| Subgrants, Subcontracts, Subcontracted Services | | | | \$5,000 | 1,000 |
| Supplies and Materials | | | | | |
| Other Operating Costs | | | | | |
| Capital Outlay (Subgrants Only) | | | | | |
| Indirect Cost (%) | | | | | |
| Total Payment: | | | | \$110,000 | 6,000 |
| | | | | \$110,000 | |

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| Texas Title I Priority Schools Grant | | | | |
| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) | | | | |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.) | | | | |
| 2. Description of Professional or Consulting Service (Topic/Purpose/Service): SES-Tutors-Learning Time (4 providers from the approved TEA Provider List) (36 students x 6 hrs x \$45/hr) to develop and implement a Student Learning Plan to improve academic performance and student success. | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 4 | \$30,000 | 2,500 | \$30,000 |
| Title: Tutors (SES providers) | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (%) | | | | |
| Total Payment: | | \$30,000 | 2,500 | \$30,000 |
| 3. Description of Professional or Consulting Service (Topic/Purpose/Service): School Improvement Consultant – Academic Performance/Data (\$9,000 x 3 yrs) to improve math academic performance (course completions, TAKS) and to improve graduation/completion rate. Consultant will observe in the classroom, meet with math staff and Academic Dean to improve delivery of curriculum using data-driven decisions and improve attendance, and monitor implementation of PLC strategies. | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 1 | \$ 27,000 | \$ 5,000 | \$ 27,000 |
| Title: School Improvement Consultant | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (%) | | | | |
| Total Payment: | | \$ 27,000 | \$ 5,000 | \$ 27,000 |
| 4. Description of Professional or Consulting Service (Topic/Purpose/Service): Communities in Schools – Social Worker/Counselor (\$6667 x 3 yrs) Purpose/Service: Arrangements have been made to partner with Communities in Schools to provide social worker service and substance abuse counseling to improve attendance, academic performance, and graduation/completion rate. | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | 2 | \$ 20,000 | \$ | \$ 20,000 |
| Title: Communities in Schools | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (%) | | | | |
| Total Payment: | | \$ 20,000 | \$ | \$ 20,000 |
| Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: | | \$187,000 | | \$187,000 |
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | | \$4,500 | 1,000 | \$4,500 |
| Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: | | \$4,500 | 1,000 | \$4,500 |
| Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: | | \$187,000 | 13,500 | \$187,000 |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | | | | |
| Grand Total: | | \$196,000 | 15,000 | \$196,000 |

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| Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval | | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted | |
| 6399 | Technology Hardware- Not Capitalized | | | | \$148,953 | |
| | # | Type | Purpose | | | Quantity |
| | 1 | Computers | Laptops to connect to Smartboards | | | 16 |
| | 2 | Phones | Increased parent communication | | | 10 |
| | 3 | Technology Equipment (Smartboards, Elmos, Hand-held Responders, Data Collection Devices, LCD projectors, communication system) | 21 st Century technology into the classroom to increase rigor and relevance of curriculum. | | | 16 |
| | 4 | General school supplies | Items necessary to create/develop cross-curricular projects, benchmarks, and immediate feedback for effective delivery of the curriculum | | | |
| 5 | | | | | | |
| 6399 | Technology Software- Not Capitalized (Universal Screener for RTI, \$11,000 x 3 yrs) | | | | \$33,000 | |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | | |
| Total Supplies and Materials Requiring Specific Approval: | | | | 10,000 | \$181,953 | |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | | | | |
| Grand Total | | | | 10,000 | \$181,953 | |

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| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted |
| 6411 | In/Out of State Travel for Employees (includes registration fees) | | | 5,000 | \$132,000 |
| | Specify purpose: | TTIPS required training \$30,000 x 3 yrs/Leadership trainings, pertinent conferences for TTIPS | | | |
| 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) | | | 1,000 | \$7,500 |
| | Specify purpose: | Leadership trainings, pertinent conferences for TTIPS | | | |
| 6429 | Actual losses which could have been covered by permissible insurance | | | | |
| 6490 | Indemnification Compensation for Loss or Damage | | | | |
| 6490 | Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) | | | | |
| 6499 | Membership Dues in Civic or Community Organizations (Not allowable for University applicants) | | | | |
| | Specify name and purpose of organization: | | | | |
| | Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) | | | | |
| | Specify purpose: | | | | |
| Total 64XX- Operating Costs Requiring specific approval: | | | | | 9,000 |
| Remaining 6400 – Other Operating Costs that do not require specific approval: | | | | 6,000 | \$139,500 |
| Grand Total | | | | 6,000 | \$148,500 |

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | School Years 2010-2013 | | Amendment No. _____ | |
| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization) | | | | | |
| | Description/Purpose | Unit Cost | Quantity | Pre-Award | Total Budgeted |
| 6699/15XX- Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | | | | |
| 66XX/15XX- Technology Hardware - Capitalized | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 66XX/15XX- Technology Software- Capitalized | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 66XX/15XX- Equipment and Furniture | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | | | | | |
| Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life. | | | | | |
| 29 | | | | | |
| Grand Total | | | | | |
| Total 6600/15XX- Capital Outlay Costs: | | | | 0 | 0 |

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| SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-807 County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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

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

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

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-807 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.

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**

015-807

County-District No.

Texas Title I Priority Schools Grant

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

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

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

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>015-807</u> County-District No. |
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

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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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-807 County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-807 County-District No. |
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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| SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 015-807 County-District No. |
| Texas Title I Priority Schools Grant | | |

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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| SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount | 015-807 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.

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| SCHEDULE #6C. Lobbying Certification | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000. | <u>015-807</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

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| SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES | Standard Application System School Years 2010-2013 | 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].

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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).

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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| SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013 | <div style="text-align: right;"> 015-807 County-District No. </div> |
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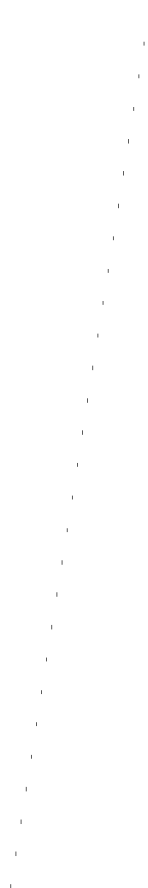
Federal Statutory Requirements

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

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

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



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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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



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



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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013 | <u>015-807</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

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TEXAS COMPTROLLER OF PUBLIC ACCOUNTS
CAROLE KEETON RYLANDER • COMPTROLLER • AUSTIN, TEXAS 78774

August 31, 2001

CERTIFICATE OF ACCOUNT STATUS

THE STATE OF TEXAS
COUNTY OF TRAVIS

I, Carole Keeton Rylander, Comptroller of Public Accounts of the State of Texas,
DO HEREBY CERTIFY that according to the records of this office

SOUTHWEST WINNERS FOUNDATION INC

is exempt from payment of franchise tax and consequently is in good standing
with this office.

GIVEN UNDER MY HAND AND
SEAL OF OFFICE in the City of
Austin, this 31st day of
August, 2001 A.D.

A handwritten signature in cursive script that reads "Carole Keeton Rylander".

CAROLE KEETON RYLANDER
Comptroller of Public Accounts

Taxpayer number: 17428758258
File number: 0146665001

Form 05-303 (Rev. 5-99/4)

Internal Revenue Service
Director, Exempt Organizations
Rulings and Agreements

Department of the Treasury
P.O. Box 2508
Cincinnati, Ohio 45201

Date: JUL 11 2003

Southwest Winner Foundation, Inc.
c/o Jim Neal
1248 Austin Highway, Suite 220
San Antonio, Texas 78209-4867

Person to Contact:
Mr. T. Kaye - ID# 31-02804
Contact Telephone Numbers:
877-829-5500 Phone Toll-Free
513-263-3756 FAX
Federal Identification Number:
74-2875825

Dear Sir or Madam:

This modifies our letter of October 27, 1998. In that letter we determined that your organization is exempt under section 501(a) of the Internal Revenue Code, as an organization described in section 501(c)(3). We determined that you were not a private foundation within the meaning of section 509(a) of the Code, because you were an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi) of the Code.

In your letter dated March 26, 2003 you requested classification as an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code. Based on the information you provided, we have determined that you meet the requirements for the requested foundation classification. Accordingly, we have granted your request and modified your foundation status to reflect an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

Your exempt status under section 501(a) of the Internal Revenue Code, as an organization described in section 501(c)(3) remains in effect.

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C. B., Page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, not approved, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of such status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) organization.

The Service no longer provides confirmation rulings on tax-exempt bond financing of tax-exempt organizations. Accordingly, you are not required to obtain a ruling on the effect of tax-exempt bond financing on your exempt status. While such confirmation rulings are no longer required, bond counsel and other representatives and participants in bond financed transactions should be aware of the requirements that the proceeds of such

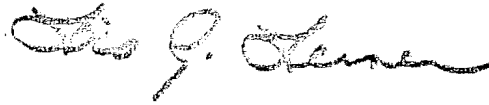
Southwest Winners Foundation, Inc.
74-2875825

financing must be used to further exempt purposes exclusively without any impermissible private benefit or inurement to the parties involved with such financing. They should also be aware of section 4958 of the Code that imposes taxes on individuals for excess benefit transactions.

Because this letter could help resolve any questions about your exempt status and/or foundation status, you should keep it with your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner", with a stylized flourish at the end.

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements



10/26

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| For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>C. SPIVEY</i> | TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013 | Southwest Preparatory LEA Name | 015807 County-District# |
| by telephone/e-mail/FAX on <i>11/4/10</i> by <i>P. Willis</i> of TEA. | | Southeast Campus Name | 002 Campus Number |
| | | 9-Digit Vendor ID# | 20 ESC Region |
| | | NOGA ID# (Assigned by TEA) | 8-27-2010 Date of Report |

Texas Title I Priority Schools Grant
Tier I and Tier II Model Selection and Description Report - TRANSFORMATION
Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - 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

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

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| Milestones | A | Improve ELA TAKS performance from 75% to 76% for all students and sub-populations; improve Math TAKS performance from 41% to 47% for all students and sub-populations through use of data-driven instruction. |
| | B | Implement aligned curriculum to improve ELA and Math TAKS performance. |
| | C | Train/implement processes for effective monitoring of classroom instruction to improve academic performance in ELA and Math. |

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| 2. Increase the Use of Quality Data to Drive Instruction | | | 10/29 |
| Milestones | A | Provide data and training on disaggregation to staff using various vendor provided and locally developed student tracking tools. | |
| | B | Use quality data to make data-driven decisions to improve student performance. | |
| | C | Provide collaborative planning time for core-subject instructors across the district to increase on-going communication. | |
| 3. Increase Leadership Effectiveness | | | |
| Milestones | A | Increase job-embedded professional development to improve leadership capabilities. | |
| | B | Provide leadership skills to district and campus leadership as well as teacher leaders for professional growth to ensure operational flexibility | |
| | C | Educate leadership to access data, interpret data and make data-driven decisions | |
| 4. Increase Learning Time | | | |
| Milestones | A | Develop a system to identify students who need additional learning time | |
| | B | Develop instructionally-focused calendar | |
| | C | Provide scheduled collaborative planning time in core subject areas | |
| 5. Increase Parent / Community Involvement | | | |
| Milestones | A | Increase opportunities for parent involvement and feedback at campus activities | |
| | B | Increase communication between school, parents and stakeholders | |
| | C | Increase community partnerships to provide more accessible community services | |
| 6. Improve School Climate | | | |
| Milestones | A | Increase average attendance to 86% | |
| | B | Decrease the number of discipline referrals by 1% per year and the need for more aversive interventions | |
| | C | Increase number of student-centered co-curricular activities | |
| 7. Increase Teacher Quality | | | |
| Milestones | A | Create Locally Developed Appraisal System with teacher input | |
| | B | Increase teacher effectiveness | |
| | C | Increase highly-effective staff recruitment/maintain retention rate | |
| Other Identified Needs (not listed above) | | | |
| A | Improve completion and graduation rates, decrease dropouts and the mobility rate | | |
| B | | | |



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| Part 2: Budget by Identified Needs | |
| Enter the percent of the "Total Grant Funds" budgeted for each of the following categories. | |
| Improve Academic Performance | 28% |
| Increase the Use of Quality Data to Drive Instruction | 8% |
| Increase Leadership Effectiveness | 4% |
| Increase Learning Time | 27% |
| Increase Parent / Community Involvement | 3% |
| Improve School Climate | 16% |
| Increase Teacher Quality | 14% |
| Other Remaining Costs | 0% |
| Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i> | |
| Improve Academic Performance | 0% |
| Increase the Use of Quality Data to Drive Instruction | 0% |
| Increase Leadership Effectiveness | 0% |
| Increase Learning Time | 0% |
| Increase Parent / Community Involvement | 0% |
| Improve School Climate | 0% |
| Increase Teacher Quality | 0% |
| Other Remaining Costs | 0% |

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| Part 3: Intervention Model |
| <input checked="" type="checkbox"/> Transformation |
| <input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE |
| <p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p> |

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Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

- A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

Principals were notified of personnel changes in May 2010 and replaced by May 15, 2010.

- B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--**

- i. Take into account data on student growth (as defined below) 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 graduations rates; and**

- ii. Are designed and developed with teacher and principal involvement;**

Use data disaggregation to identify teachers whose students meet the APG's for the CSF1 Milestones. Instructors will be monitored using 360 Walk-Throughs and other observation techniques to ensure CSCOPE is being effectively utilized to supplement local curriculum. Teachers will use collaborative planning time for specific training on data disaggregation, monitoring tools, leadership strategies, and using data to drive instructional decisions. The evaluation process is being re-designed through ongoing leadership processes.

- 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;**

An evaluation system, with a corresponding incentive and reward program, will be developed to provide additional motivation for all faculty and staff to meet or exceed student achievement goals, and appropriate graduation and completion rates to meet the annual performance goals. The evaluation system will also identify those faculty and staff members who are not successful in helping the school to meet the annual performance goals. Faculty and staff who need improvement will be provided with direction and training to better support them in meeting the goals and objectives that have been set by the school improvement effort. When appropriate, new, high-qualified staff will be hired and trained to meet the high expectations.

- 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**

All staff will be provided with training on SIG/TTIPS Grant items and campus-wide PBIS. In addition to this, instructional staff will be provided with training on disaggregating data to drive instructional decisions using locally developed student tracking tools, identification and implementation of an RTI Matrix in cohort-based academies, development and implementation of a teacher mentoring process, and improving technical abilities. Furthermore, new staff will be trained on the mission, vision, and district standard operating procedures.

- 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.

Within the Performance Appraisal System which will be developed by the Campus Transformation Team, Annual Performance Goals have been established within the TTIPS Grant which will provide financial incentives for staff yearly goals are met, opportunities for promotion and career growth will be provided to staff on an on-going basis through Human Resources as well as recruit, retain effective staff.

II. 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

With the use of data disaggregation of April 2010 TAKS results to pinpoint areas of instructional weakness, CSCOPE will be more widely utilized to supplement local curriculum for a hands-on, project-based delivery of instruction. In addition, WebCCat and Eduphoria SchoolObjects: Aware will be utilized to track ongoing academic performance with benchmarks aligned to course TEKS to support instructional decisions to strengthen curriculum delivery. Locally developed student tracking tools (Test History Tool, Focus Group Tool, Dropout Tool, and Completion Rate Tool) will also be utilized to disaggregate data for students and all sub-populations to guide curriculum decisions.

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.

Formative assessments will be carried out in the classroom as part of the continuous improvement of teacher skills to facilitate student achievement. Interim and Summative assessments will be conducted using WebCCat and Eduphoria Aware to track progress in academic performance with benchmarks aligned to course TEKS to support instructional decisions to strengthen curriculum delivery. And, in conjunction with developing the RTI matrix, a school-wide screening tool will allow for identification of struggling students who can benefit from differentiated instruction and increased learning time.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

By developing an RTI matrix to identify struggling students, students will be assigned to one of three academic Tiers, with Tier 2 and Tier 3 requiring increased learning time for these students from 1-2 hours of instructional daily to allow for increased emphasis of instruction in the core subject areas. Community partnerships will be developed to promote student internships and service-based learning opportunities. The core subject staff will be increased to allow for classroom coverage and provide collaborative planning times for all core subject area teaching teams to promote effective planning and job-embedded professional development.

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B. Provide ongoing mechanisms for family and community engagement.

The Parent Portal will become operational to increase the 2-way communication between school personnel and parents and to involve the parent in the monitoring of the academic progress of their student. We will hire a Parent/Community Liaison to increase opportunities for parent involvement and feedback at campus activities, to engage the parent in the development and implementation of campus activities, to increase community partnerships to facilitate the 2-way communication with various community stakeholders, and to engage the community in the development and implementation of campus activities to enhance the Career & Technology Program.

IV. Provide 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;

Southeast Campus will provide operational flexibility by hiring appropriate staff, creating calendars and processes to monitor and measure grant activity goals, and oversee budgeting to fully implement a comprehensive approach to sustainability of the quality and depth of grant activities to ensure sufficient accomplishment of goals and objectives of the project. Southeast Campus will incorporate the Working Systemically process (SEDL) to align processes, procedures, and build internal capacity to support long term and sustained improvement.

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).

The School Improvement Resource Center, Texas Turnaround Center, ESC 20, PSP, External CIT, Internal CIT, District Shepherd, Reg. 13 Case Manager, School Improvement Educational Consultant, district leadership staff and appropriate campus staff will all provide a variety of intensive technical assistance, support and resources to ensure that the school remains on course to meet the annual performance goals.

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The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

Human Resources will develop a competitive compensation package to attract new staff and incorporate an incentive program to retain staff.

B. Institute a system for measuring changes in instructional practices resulting from professional development;

The staff Development Coordinator will coordinate job-embedded training, monitor implementation, and collect observation data to assist in measuring changes in instructional practices. Campus leadership will use the 360 model, CSCOE Principal Tool, and other locally developed appraisal system tools. The Staff Development Coordinator will provide campus leadership with a locally developed tracking system of all professional development.

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.

The school Principal is provided with a pool of new, highly-qualified applicants for each position. After appropriate interviews and investigations are held, the Principal is allowed to select the most appropriate candidate for the position. The Principal then refers the applicant to the Superintendent for a final interview. Human Resources then completes the hiring process. For existing employees, the campus Principal met with each faculty member to evaluate prior performance data to make current staffing decisions, regardless of seniority.

II. Comprehensive instructional reform strategies.

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;

The teacher mentoring/evaluation processes will ensure the fidelity of curriculum implementation and delivery. Intermin and Summative Assessments will be conducted and analyzed to ensure the curriculum is having the intended impact on student achievement. Periodic Academic dean meetings will be held to evaluate implementation and impact of the existing curriculum.

B. Implement a schoolwide "response-to-intervention" model;

A school-wide screening assessment will be part of an RTI Matrix developed to identify Tier 1/Tier 2/Tier 3 students for tracking academic progress. The locally developed Focus Group tool will be utilized to track student academic progress. Each student will be assigned to a Focus Groups leader who will meet the student on a regular basis which will be documented on the student's Champion Checklist.

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;

A professional development calendar was developed by the Special Program Cooperative as a result of the Comprehensive Needs Assessments/Surveys to increase opportunities for attendance at special program trainings/certifications will be provided to ensure effective teaching impacts student success across all disciplines. The Staff Development Coordinator will facilitate staff access to additional training opportunities offered by other organizations such as Educational Service Centers, CSCOE, and subject related conferences.

D. Use and integrate technology-based supports and interventions as part of the instructional program;

Southeast Campus has an approximate student-computer ratio of 1-to-1. We utilize scientifically researched web-based curriculum, on-line textbooks, interactive smartboards, 3-D video equipment for curriculum, as well

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E. In secondary schools--

- i. 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;**

We offer dual credit, college and career cluster pathways, a GT program, service learning opportunities, and the Explorer Program partnered with local community colleges.

- ii. Improve student transition from middle to high school through summer transition programs or freshman academies;**

Southeast Campus is an open enrollment charter high school which does not have a feeder program. A freshman transition program will be embedded in our small learning cohort community.

- iii. 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;**

Southeast Campus has transformed the students into small learning communities by graduation cohort to increase graduation rate and decrease dropout rate by developing relationships, lower student-teacher ratio for more one-on-one guidance, and opportunities for acceleration through the curriculum with cross-curricular projects.

- iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.**

SE Campus will be developing and implementing a RTI Matrix to differentiate current and incoming students into the RTI Tiers to begin RTI interventions with academic support and increased learning time/extended school year and the use of locally developed student tracking tools (Test History Tool, Dropout Prevention Tool and Focus Group Tool). We have access to district support staff such as the Dropout Prevention Specialist, Social Worker, Substance Abuse Counselor, Data Analyst, District Testing Coordinator and Truancy Officer to assist in identifying students at risk of dropping out.

III. Increase learning time and create community-oriented schools.

- 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;**

SE Campus has access to the Parent-Community Liaison and the Director of Development to build relationships with additional community stakeholders and facilitate parental involvement with campus and co-curricular activities. The Parent-Community Liaison and the Director of Development have extensive ties to community and business organizations to facilitate partnerships to create an environment conducive to student safety and success.

- 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 sta

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The RTI Matrix will be used to determine which students qualify for extended instructional time. A Summer Bridge program will be developed for 3 weeks in June 2011 for additional support of students at-risk of dropping out and not graduating on time. Small learning academies will provide opportunities for students to build relationships with their cohorts and with their instructors and other campus staff and leadership which will have a positive impact on student success and motivation on our high at-risk student population. Additional planning time will be scheduled for core subject area instructors to engage in collaborative planning and monitoring of student progress.

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;

A PBIS system will be implemented on the campus and monitored by the Positive Behavior Intervention Specialist. The Staff Development Coordinator will facilitate staff access to additional training opportunities offered by other organizations such as Educational Service Centers, and subject related conferences. The Social Worker and Substance Abuse Counselor will create a student awareness calendar and provide presentations to the students and coordinate guest speakers on bullying, student harassment and other appropriate topics approved by the Superintendent.

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

Southeast Campus is an open enrollment charter high school.

IV. Provide operational flexibility and sustained support.

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

The Transformation Model has been implemented by replacement of the Principal, identification of teacher leaders, the appointment of a District Shepherd, and the organization of a campus transformation team.

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

N/A - The SY 2010-2011 Budget will consolidate funds as appropriate.

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Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

| Critical Success Factor | Milestone | Improvement Activity | Begin Date MM / YY | End Date MM / YY |
|--------------------------------|------------------|--|-------------------------------|-----------------------------|
| 1 | A | Train staff to make data-driven decisions to improve Student Achievement in Reading/ELA and Improve Student Achievement in Mathematics for all students and sub-populations | 09/2010 | 06/2011 |
| | | | 09/2011 | 06/2012 |
| | | | 09/2012 | 06/2013 |
| | B | Align curriculum horizontally and vertically to improve Student Achievement in Reading/ELA and improve Student Achievement in Mathematics for all students and sub-populations | 09/2010 | 06/2011 |
| | | | 09/2011 | 06/2012 |
| | | | 09/2012 | 06/2013 |
| | C | Training on walkthrough observation procedures for campus leadership and teacher leaders to improve monitoring of instruction | 08/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| 2 | A | Train staff to make data-driven decisions from District/ Campus Snapshot data, vendor-provided and locally developed student tracking tools to drive instructional decisions | 11/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | B | Provide training on disaggregating data to drive instructional decisions using student performance tracking tools | 09/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | C | Schedule collaborative planning time for core subject area teachers to address areas of targeted instruction | 08/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| 3 | A | Leadership will participate in various staff development sessions to enhance on-going job embedded professional development opportunities | 08/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | B | Develop the mentoring process to improve operational flexibility | 01/2011 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | C | Provide in-depth training to leadership to access data, interpret data and make data-driven decisions | 09/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| 4 | A | Develop and implement RTI Matrix for cohort-based academies to allow flexible schedules using a universal screener | 11/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | B | Create additional instructional opportunities for targeted students | 11/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | C | Create collaborative planning time by adjusting Master Schedule for core subject area teachers | 08/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |



| | | | | |
|---|---|--|-----------|---------|
| 5 | A | Develop surveys and questionnaires | 08/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | B | Enhance web page, newsletters, and Parent Portal | Fall/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | C | Hire Parent-Community Liaison and Workforce Liaison | 08/2010 | 06/2013 |
| 6 | A | Training/implementation of motivational strategies to increase attendance and hire a Truancy Officer | Fall/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | B | Training/implementation of PBIS | Fall/2010 | 06/2011 |
| | | | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | C | Hire Co-Curricular Sponsor | Fall/2010 | 06/2011 |
| 7 | A | Create a committee to develop a Locally Developed Performance Appraisal System | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | | | 08/2010 | 06/2011 |
| | B | Provide opportunities for trainings | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | | | 08/2010 | 06/2011 |
| | C | Provide opportunities for growth and leadership to all employees | 08/2011 | 06/2012 |
| | | | 08/2012 | 06/2013 |
| | | | 08/2010 | 06/2011 |

GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.

