

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____  of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>John H. Wood Jr. Charter Public District</b> Organization Name Afton Oaks Campus Name 74-2869-255 9-Digit Vendor ID# 105520017110018 NOGA ID# (Assigned by TEA)	015-808 County-District# 001 Campus Number 20 ESC Region Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

**Tier I** ☐ **Tier II** ☒ **Tier III** ☐

#### Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input 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
Bruce	C.	Rockstroh	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
210-638-5001	210-638-5075	brockstroh@woodcharter.com	

**Only the legally responsible party may sign this application.**

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

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

TEA DOCUMENT CONTROL NO.

**701-10-112-416**

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
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 <b>back</b> of the application as an appendix.		
1 <input checked="" type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> 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"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
John H. Wood Jr. Public Charter District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
3201 Cherry Ridge Rd C315		San Antonio	TX	78230	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
20	026050380	5EWK5	48-00000-0000		
Campus Name			County-District Campus Number		
Afton Oaks			015-808-001		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
620 E. Afton Oaks		San Antonio	TX	78232	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
Debi	L	Christensen		Curriculum & Instruction Director	
Telephone	Fax	Email			
210-638-5013	210-638-5075	dchristensen@woodcharter.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
3201 Cherry Ridge C315		San Antonio	TX	78230	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
Jim		Pollok		Project Manager	
Telephone	Fax	E-mail			
210-638-5008	210-638-5075	jpollok@woodcharter.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
3201 Cherry Ridge C315		San Antonio	TX	78230	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>						
<b>Part 1: Schedules Amended (Check all schedules that are being amended.)</b> 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.						
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Schedule #1—General Information         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5—Program Budget Summary         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #3—Purpose of Amendment         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5B—Payroll Costs 6100         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4—Program Requirements         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4A—Program Abstract         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4B—Program Description         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)         </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4D—Equitable Access and Participation         </div> </div>						
<b>NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.</b>						
<b>Part 2: Revised Budget</b> 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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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4—Program Summary and Application Requirements</b>		
<b>Part 1: Grant Program Information;</b>		
<b>Summary of Program: Purpose and Goals</b>		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
<b>Allowable Activities</b>		
<p><b>Tier I and Tier II Grantees</b></p> <ul style="list-style-type: none"> <li>■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p><b>Tier III Grantees</b></p> <ul style="list-style-type: none"> <li>■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.</li> <li>■ 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.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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;</li> <li>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"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> 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 <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Program Assurances	
22	An LEA <b>may</b> 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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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
23	An LEA <b>may</b> 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 <b>may</b> 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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>		
<b>Part 2: Statutory Requirements</b>		
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA <b>may</b> 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
<b>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.</b>		
<b>Part 3: Statutory Assurances</b>		
#	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.	
<b>Part 4: TEA Program Assurances</b>		
#	TEA Assurance Description	
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b> . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.	



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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input checked="" type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font-size no smaller than 9 point (Arial or Verdana).		
<p><i>The Afton Oaks Campus of the John H. Wood Jr. Public Charter District will implement an aggressive Transformation Model for school improvement. The locally-designed three year model will create a master teaching program that seeks to develop and reward school leaders, implement Positive Behavior Intervention Supports campus-wide and develop a unique teaching approach for a population of students 100% at-risk. The campus is a residential facility operated by Abraxas Youth and Family Services (a division of GeoGroup) and serves a population of students placed by Child Protective Services, the court system, or the Texas Youth Commission. There are currently approximately 115 students at the campus; this is a substantial increase from the 34 students at the snapshot date in October 2009. The campus does not have a feeder school, but serves students primarily from Harris, Hidalgo and Bexar counties who are placed in the facility from Child Protective Services or the court system. The average length of stay is sixty days before transfer to another facility or transition back to students' traditional districts. Afton Oaks experiences a 300% mobility rate and has a special education population of 48%; many students are emotionally and behaviorally disturbed and many also have learning disabilities. Most students have two year or larger gaps in learning, especially in mathematics, due to truancy, multiple placements and failure in traditional school approaches.</i></p> <p><i>The first part of school transformation consists of creating a master teacher program that will identify key campus leaders, conduct further comprehensive needs analyses, identify and recruit an effective master teacher program, train all staff and award incentives for performance/staff retention. The campus administration and teachers will develop their own Employee Scorecards (already in use by the district) annually, which are a focused and transparent tool for measuring success. In addition, the district uses Process-Based Leadership and the corresponding software to establish and prioritize goals and completion rates through visual dashboards. Campus leaders will have handheld technology devices to facilitate data gathering and analysis from classroom walkthroughs; no grant funds will be used for the purchase of these administrative devices. The second part of school transformation is the implementation of a positive behavior intervention support program that will again identify key leaders, conduct further comprehensive needs analyses, and develop a sound intervention program designed to provide students with lifelong behavior skills and create a safe climate for students and the adults who work with them. The campus will use Positive Behavior Intervention Support to augment their behavior approaches with students. The third part is to develop a unique teaching approach that includes a student-centered technology-rich environment of learning that will engage students not only in the classroom, but also beyond the confines of the school day. Students will use notebook computers and handheld technology devices for instruction, and teachers will have integrated software capability that allows them to monitor and evaluate student progress. In addition, the school will implement a new schedule that will limit transition time between classes and provide time for planning and collaboration among teachers and administrators, as well as provide therapy opportunities for students during the day without reducing engaged academic time. All three parts require intensive professional development that will be job-embedded and archived electronically for future reference and training.</i></p> <p><i>The district is committed to allowing for intensive technological support through a current district/campus/employee scorecard system that is results-driven (Process-Based Leadership) and an intranet-based communication system (SharePoint) that allows for coordination and collaboration across roles, disciplines and campuses, and the district will allow for operational flexibility across the three-year implementation timeline.</i></p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Public School</b>															0
<b>Open-Enrollment Charter School</b>	0	0	0	0	0	0	1	3	8	16	30	7	4	0	0
<b>Total Students:</b>	0	0	0	0	0	0	1	3	8	16	30	7	4	0	69
<b>Total Instructional Staff</b>															<b>10</b>
<b>Total Support Staff</b>															<b>11</b>
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	TAKS results														
<b>2</b>	STAR Math/STAR Reading results														
<b>3</b>	Local benchmark results														
<b>4</b>	Report cards and progress reports														
<b>5</b>	Enrollment patterns														
<b>6</b>	Attendance (student/employee)														
<b>7</b>	Discipline/425 PEIMS														
<b>8</b>	Positive Behavior Intervention Support (PBIS) surveys (students/staff/community)														
<b>9</b>	Employee survey														
<b>10</b>															

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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.**

*The district completed a comprehensive needs assessment (CNA) of the district and campus and reviewed results in a meeting held 5/10/2010 with campus leaders, teachers, and stakeholders from across the district. The district held a follow up meeting at the campus on 5/24/2010 to review results and gather recommendations. Eighty-three percent of the campus teachers and staff attended and participated, and facility/parent representatives had input as well. The district has reviewed student performance data with campus administration, teachers and facility management throughout the year. Data was gathered from a variety of sources and over time, including PEIMS, instructional program dashboards, district benchmarks, surveys and teacher observations. Due to a mobility rate of over 300%, only 20% of the snapshot students are still enrolled for TAKS testing in the Spring; the campus must meet AEA accountability standards.*

*Campus PEIMS data revealed that 48% of the student population is identified for special education services, qualifying mainly through emotional and behavioral disturbances. Over 60% of the students demonstrate gaps in learning because of frequent placement changes and prior truancy. English Language Arts (reading/writing/ELA) is the strongest academic subject at Afton Oaks with 87% percent passing; mathematics is the weakest with 33% passing.*

*District/campus leaders and campus teachers will further disaggregate and analyze TAKS results in August 2010 during professional development days before school begins in order to make instructional recommendations for improved student learning. The campus will continue to conduct comprehensive needs analyses every 90 days throughout the three year grant period to verify progress and to address responsively the needs of the mobile population. Data will include but not be limited to STAR reading and mathematics assessment, C-SCOPE unit assessments, mini-benchmark tests, student/staff attendance rates and disciplinary referral data.*

*The Afton Oaks students live in a residential facility and require a novel approach to discipline and instruction, as well as flexibility in meeting student needs. During 2009-10, the campus reviewed TAKS histories for all students, pre and post tested students with STAR reading and STAR mathematics. STAR reading results showed a 1.28 mean grade equivalent gain, and math results showed a .32 mean grade equivalent gain. The campus also administered, scored and analyzed benchmark data; reviewed three-week and six weeks progress on report cards; administered a variety of formative assessments, and recorded attendance and discipline referrals. In addition, the campus participated in Positive Behavior Intervention Support and gathered behavior information from staff and student surveys.*

*Discipline referrals have decreased by 46% according to data entered in Skyward, the PEIMS reporting software used by the district. Even with this decrease, there were 1600 referrals for 115 students. Teachers need instructional tools and strategies that will help them increase engaged academic time so students can reduce off-task behaviors and close gaps in learning. Other CNA results reveal the need for a stronger focus on instructional alignment and classroom/campus practices, a more efficient school schedule, and the need for increased instructional leadership skills. The district has hired a new campus principal to serve as the instructional leader and augment the instructional capacity that currently exists as well as to increase capacity among all staff or replace those with limited capacity. The district will support these efforts.*

*Further recommendations are to provide intensive support for campus leadership through a coaching model that will assist the campus in the creation of a master teaching program that will provide training and incentives for increasing student performance levels, to implement Positive Behavior intervention supports, and to develop a unique teaching approach designed to engage this unique and difficult student population. In addition, the campus leaders will review student enrollment patterns and student/staff absenteeism.*

*The Afton Oaks campus doubled in size this year, increasing the residential facility population to 115 students. This increase led to the need for more staff mid-year, requiring a creative approach to sustained and ongoing professional development. In addition, teachers recommended they need time to plan, collaborate and learn as they hone their craft and continue working with the district.*

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Campus administration		
<b>2</b>	Campus teachers		
<b>3</b>	Campus instructional assistants		
<b>4</b>	Campus support staff		
<b>5</b>	District leadership		
<b>6</b>	Region 20 Positive Behavior Intervention Support leaders		
<b>7</b>	Facility staff		
<b>8</b>	Parents, surrogate parents, guardians		
<b>9</b>	Students (survey)		
<b>10</b>	Special education staff		

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<p><b>Texas Title I Priority Schools Grant</b></p> <p><b>Schedule #4B--Program Description</b></p>		
<p><b>Part 2: Project Management</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Capacity</b> -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.</p>		
<p><i>The John H. Wood Jr. Public Charter District is a second-generation charter district that has operated successfully in residential facilities for eleven years. The district receives Title monies (Title IA and Title ID2, Title IIA, Title III, Title IV, IDEA-B) and state funds (Foundation School Program, technology) to serve the needs of students enrolled in the school. Dun and Bradstreet rated the Educational Resource Center (the district's authorizer) as a 2 for financial stress and 93 for commercial credit. Both are good scores indicating the district can and does pay its bills on time. The district acquires no debt service. The district fund balance is currently three times monthly expenses.</i></p>		
<p><i>The district central office is staffed with one superintendent and five directors (Finance, Human Resources, Curriculum &amp; Instruction, Special Education, Technology) and a PEIMS coordinator, Project Manager and Network Specialist to support the needs of the campus. Central office administration works closely with the campus at the school site. The district contracts other support as needed, either through highly qualified individuals or Education Service Centers.</i></p>		
<p><i>Approximately eighty percent of funding goes to salaries. The district carries no debt and owns no real estate. It instead pays rent to the facility at the rate of \$1 per year.</i></p>		
<p><i>The district is committed to providing the campus with necessary resources to improve student learning. Afton Oaks currently has wireless internet capabilities in all school areas of the building. Each core subject teacher is equipped with a notebook computer, a Smartboard and digital projector, a classroom printer, and the classrooms have two desktop computers for student use. In addition, the district has committed to providing one instructional assistant in every classroom for additional instructional support. This will provide a ratio of 1:8, which is necessary for the at-risk population served. The Afton Oaks campus also has an assistant principal, registrar, diagnostician and case manager for special education students.</i></p>		
<p><i>The district has created a school calendar that provides ten professional development days before the start of school and five early release days for ongoing professional development. The Afton Oaks campus administration and teaching staff will attend the Texas Charter School Conference in San Antonio in November 2010 as part of professional development days, and every teacher also has a professional development budget of \$1200; campus administrators have \$2000.</i></p>		
<p><i>The district has developed a Balanced Scorecard approach to employee evaluations; this scorecard is based on Harvard University research. The district has developed its own scorecard with strategies and measurable performance objectives aligned to the mission of the district: to inspire students to create a life worth living. Every employee develops his/her own scorecard also aligned to measurable performance objectives at the beginning of the year and monitors progress with the help of the employee's supervisor. Teachers also participate in the Professional Development Appraisal System (PDAS) to evaluate the quality of classroom instruction.</i></p>		
<p><i>In addition, the district has initiated Process-Based Leadership (PBL), in which a department's scorecard-aligned goals and progress toward meeting the goals are managed with web-based software, making measuring progress quick, visual and efficient. Departments hold weekly meetings to discuss progress and make recommendations. The district has developed its own communication and resource page through SharePoint, a web-based software that will allow for records archival, forms access, and collaborative communication vertically and longitudinally across the district.</i></p>		
<p><i>John H. Wood Jr. Public Charter District has entered into Shared Services Agreements with ESC Region 20 to contract for additional support for programs such as Positive Behavior Intervention Support, C-SCOPE curriculum, and RSCCC for employee payroll.</i></p>		



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<b>Part 2: Project Management Cont.</b>		
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<b>Partnership/Involvement of Others</b> – 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><i>The district has led and facilitated (or will lead and facilitate) collaboration with relevant stakeholders including but limited to school board members, campus administration and teachers, students, parents, ESC Region 20 personnel and staff from the Abraxas facility, which oversees the residential facility operations.</i></p>		
<p><i>Throughout the 2009-2010 school year, the district provided the campus and teachers with student data to be used in making instructional decisions. This data included formative and interim assessment results as well as summative results going back two academic years for students. The campus also collected and reviewed data from discipline referrals, progress reports, and report cards. The district and campus collaborated with ESC Region 20 on Positive Intervention Behavior Support data from surveys given to students and staff. Student data was summarized and shared with the campus throughout the school year (both semesters) and again on 5/10/2010 at a district wide Title I meeting and on 5/24/2010 with the campus.</i></p>		
<p><i>During early release days for professional development in April and May, the campus collaborated on instructional findings and recommendations with campus, district, and facility staff. The superintendent met with campus staff in May 2010 to listen to campus concerns and suggest possible intervention strategies, including improved teacher training, better classroom management techniques, and a unique teaching approach rich with technology that would include a master school schedule that would facilitate both student learning and staff collaboration.</i></p>		
<p><i>A review of the grant models was conducted during the third and fourth weeks of May. It became apparent that select sub-groups of students were experiencing low performance in some subject areas (mathematics, science and social studies), that a strong new instructional leader for the campus was necessary (and has been identified and hired), the school performed well in prior areas identified for reform (English), there are pockets of strong instructional staff capacity (evidenced by emerging campus leaders), and there is a strong community commitment to the school (the Abraxas facility staff have identified a school liaison and held collaborative planning meetings between the school and facility). Although these characteristics of performance and capacity are largely shared with the turnaround model, the campus does NOT suffer from limited capacity, a pervasive negative school culture, low graduation rates or an inability to extend operational autonomy. The restart and closure models did not apply.</i></p>		
<p><i>These identified areas led to the conclusion that the transformation model is the best-fit model for the school. This was reviewed at the meeting on 5/24/2010, and the campus faculty and community (facility) agreed on the model.</i></p>		
<p><i>The campus intends to continue data gathering, analysis and recommendations every 90 days with the support of the district and of ESC Region 20. Data will be shared with stakeholders in a variety of formats for review, providing opportunities for making instructional decisions for improved student learning based on data results. Teachers will have daily opportunity to plan and collaborate with peers for implementation of instructional strategies. In addition, the campus will have five early release days for continued professional development that will improve learning; topics will be data-driven based on identified needs, and the campus will attend the Texas Charter School Conference in November 2010 for further professional development.</i></p>		

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<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p><i>The district will support the Afton Oaks campus in the implementation of all interventions fully and effectively by providing district support and assistance, encouraging continued professional development by providing training budgets for each employee, and sustaining technology support. The district has identified and hired a new principal for the campus. In addition, the district will support the campus in its decisions for master teacher program selection and welcomes innovative risk-taking in applying research-based instructional approaches to learning.</i></p> <p><i>The campus will seek ways to ensure students increase the amount engaged academic time for learning, and will seek creative and flexible ways to extend learning opportunities beyond the traditional school day/week/year. The campus, through a Site-Based Decision Making team, will identify key leaders at the campus who will assist in implementing necessary changes while continuing practices that have been effective. In addition, the campus will gather, analyze and review student data every 90 days as a community, meeting collaboratively to make suggestions for intervention strategies based on best practices and research. These sessions will include parents and community representatives as well.</i></p> <p><i>The district will guide the campus in identifying master teacher programs and crafting incentive plans, allowing the campus to determine the program with the best fit for the campus.</i></p> <p><i>The district will coach the campus through Positive Behavior Intervention Support implementation and the further development of a behavior management system at the campus, allowing the campus to make decisions that are a best fit for their students and community.</i></p> <p><i>The district will support the use of unique teaching approaches in the classroom by encouraging technology rich student centered technology tools that engage students and can be used beyond the traditional school day (in facility common areas and/or student living quarters). In addition, teachers will collaborate on developing integrated, thematic units for instruction based on the C-SCOPE scope and sequence.</i></p> <p><i>The campus will adopt a new schedule that reduces student transition time between classes and offers flexibility for collaborative planning among teachers and campus administrators, and well as addresses the needs for therapy for students living in a residential treatment facility. The campus will have the flexibility to revise the master schedule each year if necessary for improved instruction.</i></p> <p><i>In addition, the district is committed to working with outside professional developers who can provide teachers with the tools they need for improved leadership and instruction. As a result, teachers will engage in job-embedded, ongoing professional development designed to provide them the tools for improved student learning. Professional development will consist of a variety of training, from hands-on and in person to technology-based learning that can be accessed anytime. In addition, the campus faculty will have follow training that will take place in classrooms.</i></p> <p><i>District shepherds will assist and guide the campus leadership in collecting and analyzing data from a variety of sources so that the campus can make informed decisions regarding instructional differentiation and intervention in an effort to improve student achievement.</i></p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p><i>The district coordinates Title monies (Title IA and Title ID2, Title IIA, Title III, IDEA-B) and state funds (Foundation School Program, technology) to serve the needs of students enrolled in the school. The district will continue to use federal funds for instructional support staff and a second set of core subject area teachers to reduce class size and increase attention to student needs. State funds pay for core instructional programming and baseline technology including internet and SharePoint.</i></p> <p><i>With local funds, the John H. Wood Jr. Charter District has created opportunities to motivate students toward graduation by offering creating and offerings scholarships.</i></p> <p><i>The district is committed to providing the campus with necessary resources to improve student learning. Afton Oaks currently has wireless internet capabilities in all school areas of the building. Each teacher is equipped with a notebook computer, a Smartboard and digital projector, a classroom printer, and the classrooms have two desktop computers for student use. The district has committed to providing one instructional assistant in every classroom for additional instructional support. The Afton Oaks campus also has an assistant principal, registrar, diagnostician and case manager for special education students.</i></p> <p><i>The district has created a school calendar that provides ten professional development days before the start of school and five early release days for ongoing professional development. The district supplements professional development opportunities for administrators and support staff; the Afton Oaks campus administration and teaching staff will attend the Texas Charter School Conference in San Antonio in November 2010 and every teacher also has a professional development budget of \$1200; campus administrators have \$2000).</i></p> <p><i>The district has developed a Balanced Scorecard approach to employee evaluations; this scorecard is based on Harvard University research and practice. The district has developed its own scorecard with strategies and objectives aligned to the mission of the district: to inspire students to create a life worth living. Every employee develops his/her own scorecard at the beginning of the year and monitors progress with the help of the employee's supervisor and then monitors progress on the scorecard throughout the year. Teachers also participate in the Professional Development Appraisal System (PDAS).</i></p> <p><i>In addition, the district has initiated Process-Based Leadership (PBL), in which a department's scorecard-aligned goals and progress toward meeting them are managed with web-based software, making measuring progress quick, visual and efficient. Departments hold weekly meetings to discuss progress and make recommendations. The district has developed its own communication and resource page through SharePoint, a web-based software that will allow for records archival, forms access, and collaborative communication vertically and longitudinally across the district.</i></p> <p><i>John H. Wood Jr. Public Charter District has entered into Shared Services Agreements with ESC Region 20 to contract for additional support for programs such as Positive Behavior Intervention Support, C-SCOPE curriculum, and RSCCC for employee payroll.</i></p> <p><i>The district will assist the campus with finding qualified and expert training, contracts and negotiations as necessary with vendors, and any additional paperwork resulting from the initiatives implemented. The district will provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds will supplement the amount of those non-Federal funds."</i></p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p><i>The grant manager at the Afton Oaks campus for this project will be Chris Skipper, the newly hired campus administrator.</i></p> <p><i>He holds a BS in Criminal Justice and a Master's Degree in Educational Administration.</i></p> <p><i>Mr. Skipper has been a former teacher, high school principal and consultant with ESC Region 10 in Richardson. He has served as a director for Workforce Solution of Dallas (a local workforce development board that manages over one hundred million dollars in federal grants related to adult training and education). While at ESC Region 10, he managed five different federal grants for a large education service center and client school districts, including a Title I Carl Perkins Grant for a 37-school district shared services agreement. He provided staff development and technical assistance for districts involved in Program Based Monitoring and other compliance oriented assessment and intervention, and regularly assisted other ESC members with intervention assistance teams designed to plan and bring about campus/district changes identified as critical through annual performance assessments.</i></p> <p><i>He has served as the principal of a large juvenile corrections facility, supervised 40 instructional staff members and no fewer than 50 juvenile corrections officers. Mr. Skipper is a proven instructional leader. He introduced TEKS-based instruction, uniform lesson planning and practices that emphasized priority instructional objectives across the curriculum. He also introduced innovative instructional practices and therapeutic interventions that resulted in an 80% decline in student assaultive behavior and lost instructional time due to disciplinary issues. He developed an instructional model that emphasized differentiation, collaborative teaming among vertical and horizontal teach groups, use of common lesson plans, and strategies that insured quality student assessment and targeted lessons for specific learner weaknesses.</i></p>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<i>The district has identified two individuals for shepherding grant efforts and oversight: Debi Christensen and Jim Pollok.</i>		
<p><i>Ms. Christensen will be the primary district shepherd. She is currently the Director of Curriculum and Instruction for the district, a position which she has held for three years. Her experience in education includes a successful teaching career in secondary education, with a Bachelor of Arts in Teaching and a Master's Degree in Educational Administration. She has served as a campus principal for eight years at the elementary and secondary levels. Her administrative work resulted in moving an Unacceptable campus rating to Recognized in two years. During this time, she coordinated teams of teachers for planning and collaboration, brought focus to instructional targets and facilitated strategies that would bring student success, created opportunities for parent and community collaboration through a wide range of activities, and provided extended learning opportunities for students. She has also been awarded a variety of grants and served as project manager for up to five state-funded grants at one time at a campus. Her current duties include supervising curriculum and instruction and the campus leadership.</i></p>		
<p><i>Mr. Pollok will be the secondary district shepherd. He has a Bachelor's in Business Administration with a strong background in planning and development. He is currently the district's Project Manager, a capacity in which he has served for five years. He is responsible for data collection, federal and state compliance and reporting, serves as the district testing coordinator, is the district textbook coordinator, and provides campus and district support through local monitoring tracking. He provides the district and campuses with timely data reports for instructional intervention. Mr. Pollok creates district tracking forms and flowcharts for efficient workflow and analysis, especially in the area of special education analysis and reporting.</i></p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p><i>After the three-year grant is complete, the district expects the following initiatives to be in place: the campus will have in place a new schedule designed to improve learning. Faculty will be skilled at lesson planning and delivery of instruction and will have developed a unique instructional approach designed for improving engagement and academic achievement of at-risk students. Lessons and units will be thematic and integrated, and they will include technology-rich opportunities for student-centered application, evaluation and synthesis.</i></p> <p><i>All staff will have access to professional development units that have been created, produced and stored at the district's SharePoint site; and students will use technology devices in an integrated and thematic learning environment. Campus leaders will learn how to create, produce and post these online learning modules at the SharePoint site for use across the district. The online training modules, developed during the grant period and stored at the district's SharePoint site for learning and collaboration, will continue beyond the grant period as tools that can be accessed anytime, anywhere. In addition, teacher-leaders will have been through professional development enabling them to create further online trainings for the SharePoint site. The district intends during the grant period to video, preserve and link classroom instruction that can serve as a model to other teachers on campus, to district teachers and others who work with at-risk youth in an effort to showcase best practices. The district commits to maintaining a high level of support for ongoing job-embedded professional support by promoting and supporting outside professional development as indicated by student needs and easily accessible online training modules. The district commits to rewarding teacher-leaders whose students perform well and will leverage Title funds for ongoing incentives for teachers and administrators.</i></p> <p><i>The district will promote and continue the use of Positive Behavior Intervention Support Systems to improve school climate by providing student and teacher incentives as well as showcasing promising practices in behavior management with at-risk youth. In addition, teachers will receive training in ongoing behavior support programs to assist students in practicing appropriate behaviors.</i></p> <p><i>The district will continue to encourage, support and reward teacher leaders with incentives for their continued impact on student learning and staying with the district by maintaining the advancement/incentive program selected by the campus.</i></p>		

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<b>External Providers</b> -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p><i>The district will recruit external providers based on student need as evidenced by the Comprehensive Needs Analysis and other continuously gathered and analyzed data sources. The district will ensure that the campus seeks out those providers whose work is research-based and results-proven, especially for a population of 100% at-risk students, and they will need to provide evidence of research-based strategies that improve student achievement. Experience in working with at-risk youth, high special education populations and children with emotional and behavioral disturbances is necessary.</i></p>		

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<b>Site Visits</b> – 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><i>At this time, the intervention model will not include site visits to other campuses successfully implementing the intervention model; however, the campus Site-Based Decision Making team may elect to visit successful implementation sites during the grant period.</i></p> <p><i>The site selection will be based on careful analysis of success and promising practices in working with at-risk students.</i></p>		



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<b>Lack of Capacity --</b> 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><i>The district has no identified Tier I school.</i></p>		

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<p><b>Texas Title I Priority Schools Grant</b>  <b>Schedule #4B—Program Description</b></p>		
<p><b>Part 3: Intervention Model</b></p>		
<p><b>Section A: Intervention Model Selection Process</b></p>		
<p><b>Intervention Model to be Implemented</b> – 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.</p>		
<p><input type="checkbox"/> Turnaround</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Restart</p> <p><input checked="" type="checkbox"/> Transformation</p> <p><input type="checkbox"/> Tier III Modified Transformation</p>		
<p><input type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</p> <p><input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model</p> <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> <p><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. THE LEA has designed and will implement its own intervention design that meets all federal statutory regulations.</p>		
<p><b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b></p>		

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<p><b>Part 3: Intervention Model</b></p>		
<p><b>Section B: Model Selection Process</b> –Describe in detail:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The timeline delineating the steps the campus will take to implement the selected intervention.</li> </ol>		
<p>Responses are limited to <b>five pages</b>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Process:</b> <i>The district has completed a comprehensive needs assessment (CNA) of the district and campus and reviewed results in a Site-Based Decision-Making Committee meeting held 5/10/2010 with campus leaders, teachers, and stakeholders from across the district. The superintendent met with campus administration/faculty/staff in May to discuss campus needs for the following year, and recommended exploring the Texas Title I Exploring Schools grant as a consideration for school improvement and intervention. The district held a follow up meeting at the campus on 5/24/2010 to review student achievement results across subjects and grade levels and gather recommendations. Data included student enrollment patterns, STAR mathematics and reading results as well as recent TAKS scores and accountability predictions. District administrators led a follow up discussion of the data with campus administration/faculty/staff, discussing implications and possible interventions needed. The campus administration offered possible interventions and initiatives they would like to see implemented. The group reviewed the Texas Title I Priority Schools Grant Opportunity and reviewed each of the four options for intervention: turnaround, closure, restart and transformation models by comparing campus needs against the checklist indicators for each model. The transformation model was the best fit for the needs of the campus.</i></p> <p><i>Recommendations included providing intensive support for campus leadership through a coaching model that will assist the campus in the creation of a master teaching program providing training and incentives for increasing student performance levels, to continue the implementation of Positive Behavior intervention supports and focus on consistent classroom management, and to develop a unique but research-based teaching approach designed to engage this unique and difficult student population. These interventions require a creative approach to sustained and ongoing professional development that will offer anywhere, anytime learning produced at first by a designated trainer and then continued by emerging campus leaders. Students would benefit from an instructionally focused school calendar. Teachers recommended they need time to plan, collaborate and learn as they hone their craft and continue working with the district and the school community. Finally, because of learning gaps, students need extended learning opportunities while they are in the residential facility.</i></p> <p><b>Timeline:</b> <i>The district has initiated the Comprehensive Needs Assessment and will guide the campus in continuing data analysis in the summer of 2010, with special emphasis at the campus in August 2010 when faculty and staff return for the school year. The proposed grant project is divided into three years, with each year having three cycles of 90 days, and the district is committed to providing operational flexibility and sustained support necessary for grant implementation.</i></p> <p><b>Year One, Cycle 1 [Summer 2010] Overview</b> – <i>This is a period of Comprehensive Needs Analysis/Pre-Work consisting of intensive data collection and analysis in preparation for the upcoming grant cycles. (1) The district has taken the first step in implementing the transformation model by replacing the current principal prior to the commencement of the transformation model with a campus principal who has extensive experience in working with at-risk and incarcerated youth and who has a proven record of student success. (2) The district has assisted the campus in gathering and analyzing a variety of data from sources such as TAKS scores, benchmark assessments, PEIMS-reportable data including staff and student attendance, and discipline referrals. The campus administration and teachers will use the student data results to inform and differentiate instruction. (3) District and campus administration will research and recruit administrator professional development for improved instructional monitoring. (4) Teachers will attend and participate in subject specific training in TEKS, ELPS, classroom management and IEP-writing during the summer of 2010. (5) The district shepherds and campus will disaggregate and further analyze data in August when the faculty and staff return for the school year, looking for trends and areas that indicate improvement is needed. (6)The district/campus is developing a new, innovative master schedule (for example, ninety minute blocks of two 45-minute classes each, paired subjects (mathematics/science, ELA/social studies, PE/electives) for better integration and thematic alignment, paired teachers moving to the next paired classroom rather than students to reduce transition time between</i></p>		

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by telephone/e-mail/FAX on <div style="font-size: 1.2em; font-family: cursive;">8-26-10</div> by <div style="font-size: 1.2em; font-family: cursive;">R. Williams</div> of TEA.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>classes and increase opportunity for instructional time, creation of a daily block of time for planning, collaborating, and job-embedded professional development activities.</p> <p><b>Year One, Cycle 2 [Fall 2010] Overview</b> – The campus begins analysis and continues data collection/communication through resources such as SharePoint and Process-Based Leadership tools and implements engaging instructional practices for at-risk youth. (1) Implement the new master schedule. (2) The campus develops and monitors employee-driven scorecards for that rely on rigorous, transparent and equitable evaluation to measure success based 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. (3) Continue Positive Behavior Intervention Support by refining the current campus-wide program for behavior management and student incentives and targeting improved classroom management expectations and consistency. This system currently consists of the "100 Club", a point system used by the teachers and the facility staff to monitor and reward student behavior. This club has been used campus-wide but now needs refinement in the areas of student incentives (multiple layers of extrinsic and intrinsic rewards leading to extra-curricular activity participation) and campus consistency among teachers and facility staff. In addition, teachers must collaborate on and implement classroom expectations for behavior and learn classroom management techniques that increase student learning time. (4) Campus administration will monitor that the research-based curriculum vertically aligned to Texas academic standards (C-SCOPE), is being implemented with fidelity and is having the intended impact on student learning. (5) The district will assist the campus in purchasing technology tools designed to engage students and provide exploratory learning in a safe environment. Mathematics/science classes will share handheld technology devices, and ELA/social studies classes will share notebook computers. (6) All core content area teachers already have Smartboards installed in their classrooms. Teachers will have SMART Classroom Suite integration software to manage class, prepare and deliver lessons, and instantly assess student learning as students use technology to develop subject understanding, create multimedia projects and collaborate with others. (7) Teachers in mathematics, science and social studies will also have technology-based manipulatives and lab access through specialized software, thereby providing students safe access to the tools they need for hands-on learning. (8) The district will install a wireless student network in students' common living quarters at the facility so that student learning opportunities may be extended beyond the traditional day, week, and school year, thereby providing increased learning time. (9) Teachers and campus administration will collaborate during the planning block to integrate technology and themes as well as plan for dynamic lessons. (10) The district/campus will collect and report snapshot information and will identify student needs by sub-population. This data will be part of the data analysis conducted at the end of the semester. Data will include but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS histories, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infraction/teacher). (11) The district will recruit and contract a professional development trainer to assist with ongoing, high quality, job-embedded staff development based on teacher/student need, including the use and integration of new technology in the classroom, integrating thematic concepts across subjects, differentiating instruction, and reflecting a deeper understanding of the community (the residential facility). This professional development, aligned with the school's comprehensive instructional program and designed with school staff, will be conducted at the campus during the planning time, after school or on Saturdays, and during early release days for professional development. (12) Train in the use of video creation and editing for student lessons. (13) The professional development trainer will create and post high quality online professional development modules for anywhere, anytime access on SharePoint. (14) Hire a math instructional assistant to assist students.</p> <p><b>Year One, Cycle 3 [Spring 2011] Overview</b> – The campus will analyze collected data, determine needs, and research/recommend an advancement program that includes incentives. (1) Review and analyze all data collections during the in-service day before the semester begins. This data will include snapshot information, STAR mathematics and reading assessments, six weeks units assessments, mini-benchmark results, surveys, semester exams, discipline referrals (by infraction/date/time/teacher). Recommend interventions as necessary to inform and differentiate instruction. (2) The professional development trainer will develop, post and offer online courses; campus administration and faculty will participate in online training modules and rate the effectiveness. (3) Campus administration and</p>		

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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).

teachers will implement targeted professional development based on needs determined from collected data. (4) Campus administration will monitor that the research-based curriculum is being implemented with fidelity and is having the intended impact on student learning. (5) Identify teacher-leaders at the campus. (6) The campus will, with district guidance, review, search for and recommend a plan that will guide teachers through an advancement program that will build capacity, encourage collaboration, promote professional development, increase accountability and reward performance. The campus leaders will explore a variety of programs offering these components and make recommendations to the campus faculty who will then vote on the program they would like to implement. (7) Provide extended learning opportunities beyond the school day for students. (8) Faculty and staff will continue collaboration with other teachers and campus administration during the planning block to integrate technology and themes as well as plan for dynamic lessons. (9) Collect and report snapshot information and will identify student needs by sub-population. This data will be part of the data analysis conducted at the end of the semester. Data will include but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infraction/teacher). Collected data will consist of formative, interim and summative student results and will be shared in a timely manner for federal/state grant assessment requirements. (10) The district/campus will provide ongoing mechanisms for increased community and family engagement through technology-based initiatives such as SharePoint and the district web site as well as campus activities. (11) Monitor and review employee-driven scorecards, using the results to identify and reward with financial incentives school leaders, teachers, and staff who, in implementing this model, have increased student achievement and using the results to remove those who after ample opportunity to improve professional practice have not done so.

**Year Two, Cycle 1 [Summer 2011] Overview** – The campus will review data results from Year One of the grant implementation and prepare recommendations for the upcoming year based on a review of annual performance measures. In Year Two, teachers will emerge as campus leaders and providers of professional development as they partner and collaborate with peers and the community. (1) The district will assist the campus in conducting a Comprehensive Needs Analysis (CNA) by gathering and analyzing a variety of data from sources such as TAKS scores, benchmark assessments, PEIMS-reportable data including attendance and discipline referrals (by date/time/infraction/teacher). (2) Campus teachers will attend and participate in subject specific training in additional TEKS and classroom management strategies as well as new state initiatives. (3) District shepherds and the campus will assist in the disaggregation and further analysis of data in August when the faculty and staff return for the school year, looking for trends and areas that indicate improvement is needed. (4) Review the effectiveness of the master schedule implemented the first year, and will make adjustments/revisions based on input from teachers, the community and parents/guardians as well as student need so that learning time is maximized. (5) Campus leaders (administration and teachers) will make recommendations for intervention plans as necessary, using data to inform and differentiate instruction. (6) Identify teacher-leaders on campus and implement the selected advancement and incentive program. (7) Reward performance on achievement and results/remove those who after ample opportunity to improve professional practice have not done so.

**Year Two, Cycle 2 [Fall 2011] Overview** – The campus will focus on implementation strategies designed to increase student achievement, particularly the development of a unique instructional approach for the population of students served. (1) Implement the new master schedule with campus-recommended changes. (2) Campus employees will develop and monitor employee-driven scorecards for campus administration, teachers and staff that rely on rigorous, transparent and equitable evaluation to measure success based 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 (3) Campus administration and teacher leaders will monitor that the curriculum is being implemented with fidelity and is having the intended impact on student learning. (4) Provide job-embedded ongoing professional development through contracted live training/online modules aligned with the school's comprehensive instructional program and record and video best practices in working with at-risk youth and differentiated instruction for online training modules. (5) Implement behavior strategies campus-wide, refine and continue Positive Behavior Intervention Support initiatives to improve school climate and behavior. (6) Continue to identify teacher-leaders on campus ;implement the selected advancement and incentive program. (7) Continue technology use.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>tools designed to engage students and provide exploratory learning in a safe environment through shared use of handheld technology devices and notebook computers between classes. (8) Continue Classroom Suite integration software to manage class, prepare and deliver lessons, and instantly assess student learning as students use technology to develop subject understanding, create multimedia projects and collaborate with others. (9) Continue technology-based manipulatives and lab access, providing students safe access to the tools they need for hands-on learning. (10) Provide extended learning opportunities beyond the school day for students. (11) Collect and report snapshot information and identify student needs by sub-population. This data will be part of the data analysis conducted at the end of the semester. Data will include but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS histories, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infraction/teacher). (12) Hire a math instructional assistant to assist students.</p> <p><b>Year Two, Cycle 3</b> [Spring 2012] Overview – This cycle concludes the work of the professional development trainer. In addition, master teachers and leaders will emerge to take on significant roles at the campus. (1) Review and analyze all data collections during the in-service day before the semester begins. This data will include snapshot information, STAR mathematics and reading assessments, six weeks units assessments, mini-benchmark results, surveys, semester exams, discipline referrals (by infraction/date/time/ teacher). Recommend interventions as necessary to inform and differentiate instruction. (2) The professional developer will train teacher-leaders on campus to develop online training modules. (3) Campus administration and teachers will implement targeted professional development based on needs determined from collected data. (4) Monitor that the curriculum is being implemented with fidelity and is having the intended impact on student learning. (5) Continue implementation of the advancement program that will build capacity, encourage collaboration, promote professional development, increase accountability and reward performance. (6) Continue collaboration with other teachers and campus administration during the planning time to integrate technology and themes as well as plan for dynamic lessons. (7) Collect and report snapshot information and will identify student needs by sub-population. This data will be part of the data analysis conducted at the end of the semester. Data will include but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infraction/teacher). Collected data will consist of formative, interim and summative student results and will be reviewed for discrepancies or growth measured against performance goals. (8) Provide extended learning opportunities beyond the school day for students. (9) Provide ongoing mechanisms for increased community and family engagement through technology-based initiatives such as SharePoint and the district web site as well as campus activities and measure engagement. (10) Monitor and review employee-driven scorecards, using the results to identify and reward with financial incentives school leaders, teachers, and staff who, in implementing this model, have increased student achievement and using the results to remove those who after ample opportunity to improve professional practice have not done so.</p> <p><b>Year Three, Cycle 1</b> [Summer 2012] Overview – Implementation plan is in place and will be refined and augmented as necessary. (1) The district will assist the campus in conducting a Comprehensive Needs Analysis (CNA) by gathering and analyzing a variety of data from sources such as TAKS scores, benchmark assessments, PEIMS-reportable data including attendance and discipline referrals (by date/time/infraction/teacher), identifying success by meeting annual performance measures. (2) Campus teachers will attend and participate in subject specific training in additional TEKS and classroom management strategies as well as new state initiatives. (3) District shepherds and the campus will assist in the disaggregation and further analysis of data in August when the faculty and staff return for the school year, looking for trends and areas that indicate improvement is needed. (4) The district/campus will review the effectiveness of the master schedule and will make any necessary adjustments/revisions based on input from stakeholders and student need so that learning time is maximized. (5) Campus leaders (administration and teachers) will make recommendations for intervention plans as necessary, using data to inform and differentiate instruction. (6) Reward performance on achievement and results/remove those who after ample opportunity to improve professional practice have not done so.</p>		

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p><b><u>Year Three, Cycle 2</u></b> [Fall 2012] Overview – Continue with implementation; campus leaders will initiate professional development for their peers and colleagues and will monitor the successful implementation of instruction and student achievement. (1) Implement the new master schedule with any campus-recommended changes. (2) Develop and monitor employee-driven scorecards for campus administration, teachers and staff that rely on rigorous, transparent and equitable evaluation to measure success based 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 (3) Monitor that the curriculum is being implemented with fidelity and is having the intended impact on student learning. (4) Provide job-embedded ongoing professional development through contracted real-time training and online modules aligned with the school's comprehensive instructional program. Campus leaders will provide the needed professional development for their peers. (5) Continue behavior strategies campuswide, refine and continue Positive Behavior Support initiatives that improve school climate and behavior. (6) Continue the selected advancement and incentive program for teachers. (7) Continue the use of technology tools designed to engage students and provide exploratory learning in a safe environment through shared use of handheld technology devices and notebook computers between classes. (8) Continue Classroom Suite integration software to manage class, prepare and deliver lessons, and instantly assess student learning as students use technology to develop subject understanding, create multimedia projects and collaborate with others. (9) Continue technology-based manipulatives and lab access, thereby providing students safe access to the tools they need for hands-on learning. (10) Provide extended learning opportunities beyond the school day for students. (11) Collect and report snapshot information and will identify student needs by sub-population. This data will be part of the data analysis conducted at the end of the semester. Data will include but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS histories, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infracton/teacher). (12) Hire a math instructional assistant to assist students.</p> <p><b><u>Year Three, Cycle 3</u></b> [Spring 2013] Overview – The campus administration and leaders will continue with recommendations and implementation as they prepare to complete the final grant cycle and serve as the instructional model for other campuses in the district and across the state for best practices in working with at-risk youth in residential facilities. (1) Review and analyze all data collections during the in-service day before the semester begins. This data will include snapshot information, STAR mathematics and reading assessments, six weeks units assessments, mini-benchmark results, surveys, semester exams, discipline referrals (by infracton/date/time/ teacher). Recommend interventions as necessary to inform and differentiate instruction. (2) Campus administration and teachers will train colleagues and implement targeted professional development based on needs determined from collected data. (3) Monitor that the curriculum is implemented with fidelity and has the intended impact on student learning. (4) Continue implementation of the advancement program that will build capacity, encourage collaboration, promote professional development, increase accountability and reward performance. (5) Continue collaboration with other teachers and campus administration during the planning time to integrate technology and themes as well as plan for dynamic lessons. (6) Collect and report snapshot information (including but not be limited to PEIMS, snapshot, STAR mathematics and reading assessments, TAKS, six weeks unit assessments, mini-benchmark tests, surveys, attendance and discipline referrals (by date/time/infracton/teacher) and will identify student needs by sub-population and will be part of the data analysis conducted at the end of the semester. Collected data will consist of formative, interim and summative student results. (7) Provide extended learning opportunities beyond the school day for students. (8) Continue ongoing mechanisms for increased community and family engagement through technology-based initiatives such as SharePoint and the district web site as well as campus activities and measure engagement. (9) Monitor and review employee-driven scorecards, using the results to identify and reward with financial incentives school leaders, teachers, and staff who have increased student achievement and using the results to remove those who after ample opportunity to improve professional practice have not done so.</p> <p><b>Project Accomplishments:</b> By grant completion, the campus will have the following in place: an innovative schedule that creates extended opportunities for learning (four hours/week); a unique, research-based approach for instructional delivery; integrated technology-rich classrooms; a master teaching program that provides training and incentives; a video collection of best practices for job-embedded professional development; and improved student achievement.</p>		

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<b>Section C: Groups of Participants</b> – 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.			
<b>1</b>	Campus administration		
<b>2</b>	Campus faculty and staff		
<b>3</b>	District administration		
<b>4</b>	Community representatives		
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
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<b>Section D: Improvement Activities and Timeline</b>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math           <ul style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ul> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction           <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul> </li> <li>3 – Increase Leadership Effectiveness           <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul> </li> <li>4 – Increase Learning Time           <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul> </li> <li>5 – Increase Parent/Community Involvement           <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul> </li> <li>6 – Improve School Climate           <ul style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ul> </li> <li>7 – Increase Teacher Quality           <ul style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ul> </li> </ul>		

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Improve Student Achievement in Reading/ELA	Increase student capacity for understanding and critical thinking in all subjects	Atwell, N (1998) <i>In the Middle</i> . Boynton/Cook.  Marzano, R. J. and Pickering, Deborah (2006) <i>Building Academic Vocabulary</i> . Alexandria, VA: ASCD.  Routman, R. (2000) <i>Conversations</i> . Heineman.  Beers, K., Probst, R. E., and Rief, L., eds. (2007) <i>Adolescent literacy: Turning promise into practice</i> . Heinemann.	Sept. 2010	May 2013
1A	Improve Student Achievement in Mathematics	Increase student capacity for logical and critical thinking	<u>Helping Students Learn Mathematics</u> (Kilpatrick and Swafford, eds. National Academy Press; 2002)	Sept. 2010	May 2013
1A	Improve Student Achievement in Science	Increase student capacity for logical and critical thinking	Marzano, R. J. and Pickering, Deborah (2006) <i>Building Academic Vocabulary</i> . Alexandria, VA: ASCD.	Sept. 2010	May 2013
1A	Improve Student Achievement in Social Studies	Increase student capacity for logical and critical thinking	Marzano, R. J. and Pickering, Deborah (2006) <i>Building Academic Vocabulary</i> . Alexandria, VA: ASCD.	Sept. 2010	May 2013
1B	Incorporate C-SCOPE Vertical Alignment Documents/ Unit Maps to improve student achievement	Provide a guaranteed and viable curriculum align to Texas standards	Marzano, R. J. (2003) <i>What works in schools: Translating research into action</i> . Alexandria, VA: ASCD.	August 2010	May 2013
1B	Plan and collaborate to build integrated thematic units	Provide time during the day and through early release professional development days that include job-embedded professional development.	West, P. R. (2002). 21 <sup>st</sup> century professional development: The job-embedded continual learning model. <i>American Secondary Education</i> , 30 (2), 52-54.	August 2010	March 2013

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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 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
1B	Create and refine a unique instructional approach for at-risk youth	At-risk youth need creative and engaging opportunities for learning	Erwin, J. C. (2004) <i>The classroom of choice: giving students what they need and getting what you want</i> . Alexandria, VA: ASCD  Marzano, R. J. (2004) <i>Building background knowledge for academic achievement</i> . Alexandria, VA: ASCD.	August 2010	May 2013
1B	Hire one additional instructional assistant to assist students in mathematics.	Mathematics is the greatest area of need for students; they need intensive support to close learning gaps.	Campus observation, 2009-2010	August 2010	May 2013
1C	Quality-check lesson plans for alignment and content before the lessons are taught	Verify lessons and content are aligned to district scope and sequence	Marzano, R. J. (2003) <i>What works in schools: Translating research into action</i> . Alexandria, VA: ASCD.	Sept. 2010	May 2013
1C	Conduct weekly walkthroughs and provide written feedback for teachers	Provide encouragement and constructive feedback to improve student engagement and learning	Cervone, L. and Martinez-Miller, P. (2001, Summer). <i>Classroom walkthroughs as a catalyst for school improvement. Leadership Compass</i> , 4 (4). Retrieved from <a href="http://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v4n4a2.pdf">www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v4n4a2.pdf</a>	Sept. 2010	April 2013
2C	Communicate data collection and analysis through SharePoint	High student mobility requires efficient and timely communication	Campus and district observations, 2009-2010.	June 2010	May 2013

Add additional pages as needed.

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by telephone/e-mail/FAX on <u>8-26-10</u> by <u>R Willis</u> of TEA.		<b>School Years 2010-2013</b>		Amendment No.	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Provide data disaggregation training for campus administration, faculty and staff	Campus administration and faculty/staff need to know what to look for and how to use the results to drive instruction	Wei, R. C., Darling-Hammond, L., Andree, A., Richardosn, N and Orphanos, S. (2008) <i>Professional learning in the learning profession: a status report on teacher development in the U.S. and abroad.</i> National Staff Development Council.	June 2010	March 2013
2B	Collect and use a variety of data to drive instructional decisions such as differentiation	Data-driven decision-making improves student achievement	Sanchez, E. and Kline, D. (April 2006) <i>Data-driven districts: building the culture and capacity to improve student achievement.</i> National Center for Educational Achievement.	June 2010	May 2013
2B	Implement consistent use of unit assessments from C-SCOPE in all core subjects	Use results to assess the level of instructional rigor and make necessary instructional adjustments	English, F. W., & Steffy, B.E. (2001). <i>Deep Curriculum alignment: creating a level playing field for all children on high stakes tests of educational accountability.</i> New York: Rowman and Littlefield Education.	Sept. 2010	May 2013
2B	Administer mini-benchmarks	Use results to determine progress toward meeting grade level standards and adjust instruction	Marzano, R. J. (2003) <i>What works in schools: Translating research into action.</i> Alexandria, VA: ASCD.	Sept. 2010	April 2013
2B	Analyze discipline referral data	Use results to measure effectiveness of Positive Behavior Intervention Support program and initiatives	Sprick, R.; Knight, J.; Reinke, W.; McKale, T. (2006) <i>Coaching classroom management.</i> (Pacific Northwest Publishing).  Sprick, R. (2006) <i>CHAMPS: a proactive and positive approach to classroom management.</i> (Pacific Northwest Publishing).	October 2010	May 2013

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

**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2C	Communicate data collection and analysis through SharePoint	High student mobility requires efficient and timely communication	Campus and district observations, 2009-2010.	June 2010	May 2013

Add additional pages as needed.

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Critical Success Factor 3: Increase Leadership Effectiveness**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Research/recruit campus administration training for improved instructional monitoring	Campus administration needs focused professional development in setting high expectations and guiding instruction that will increase student achievement	Marzano, R. J. and Waters, Timothy. (2009) <i>District leadership that works</i> . Solution Tree Press.  Glickman, C.D. (2002) <i>Leadership for learning</i> . ASCD.	June 2010	May 2011
3A	District-led data disaggregation	Campus administration needs training in collecting and interpreting student data	Marzano, R. J. and Waters, Timothy. (2009) <i>District leadership that works</i> . Solution Tree Press.	Sept. 2010	May 2013
3B	Implement a new schedule designed to increase time on task	Eliminating the opportunity for slow/delayed transition increases learning time	Glickman, C.D. (2002) <i>Leadership for learning</i> . ASCD.	Aug. 2010	May 2013
3B	Revise the schedule if necessary (beginning of academic year)	Increased flexibility rewards ownership and problem-solving	Glickman, C.D. (2002) <i>Leadership for learning</i> . ASCD.	August 2011 2012 2013	August 2011 2012 2013
3C	Utilize programs such as SharePoint and Process-Based Leadership for resources and data	Maximize efficiency	Campus and district observations, 2009-2010.	July 2010	May 2013
3C	Implement a campus principal performance evaluation instrument designed or enhanced in a collaborative effort with teachers.	Provide meaningful feedback	Glickman, C.D. (2002) <i>Leadership for learning</i> . ASCD.	Sept. 2010	April 2013

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Install wireless student network in students' common living quarters to increase learning time	Increased internet capability allows for extended learning time and connection to instruction	Partnership for 21 <sup>st</sup> Century Schools. (2009) <i>The MILE guide</i> . Partnership for 21 <sup>st</sup> Century Schools found at <a href="http://p21.org">http://p21.org</a>	October 2010	Nov. 2010
4A	Purchase technology tools for students such as iPADS and notebook computers that increase student engagement and achievement	Technology tools link instruction and encourage collaboration in true anytime, anywhere learning	Partnership for 21 <sup>st</sup> Century Schools. (2009) <i>The MILE guide</i> . Partnership for 21 <sup>st</sup> Century Schools found at <a href="http://p21.org">http://p21.org</a>	Sept. 2010	October 2010
4A	Purchase Smartboard Classroom Suite software technology to increase learning opportunities from remote sites such as common living quarters	Technology tools link instruction and encourage collaboration in true anytime, anywhere learning	Partnership for 21 <sup>st</sup> Century Schools. (2009) <i>The MILE guide</i> . Partnership for 21 <sup>st</sup> Century Schools found at <a href="http://p21.org">http://p21.org</a>	Nov. 2010	May 2013
4A	Purchase technology software for increased student learning	Residential facility students need access to software-based manipulatives so there is little chance for self-harm	Campus observations, 2009-2010	Sept. 2010	Nov. 2010
4B	Create an instructionally focused calendar to promote learning	Maximize instructional time	Campus observations, 2009-2010	July 2010	July 2013
4C	Engage in collaborative planning for instruction	Collaboration increases capacity and effectiveness	Aseltine, J. M., Faryniarz, J. O. and Ragzio-DiGullo, A.J. (2006) <i>Supervision for learning</i> . ASCD  Vygotsky, L. S. (2008) <i>Mind and society: The development of higher psychological processes</i> . Cambridge, MA: Harvard UP	August 2010	May 2013
4C	Team in subject pairs (mathematics/science, ELA/social studies, PE/electives)	Integrated, thematic lessons improve student achievement	Kovalik, S. and Olson, K. (1994) <i>ITI: The model. Integrated thematic instruction</i> , 3 <sup>rd</sup> ed. Kent, WA: Books for Educators	August 2010	May 2013
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<p><b>Texas Title I Priority Schools Grant</b>  <b>Schedule #4B—Program Description</b></p>					
<p><b>Part 3: Intervention Model</b></p>					
<p><b>Section D: Improvement Activities and Timeline (cont.)</b></p>					
<p><b>Critical Success Factor 5: Increase Parent/Community Involvement</b></p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Increase community/parent opportunities for input through use of SharePoint, access to the district website and surveys	Community and parent involvement creates ownership and helps the campus faculty and staff better understand those with whom they partner in the education of students	Epstein, J. L. (1984) <i>School policy and parent involvement: Research results</i> . Educational Horizons 62 (2) p 70-72	Jan 2012	May 2013
5B	Provide timely contact and progress report delivery	Timely intervention improves academic achievement	Epstein, J. L. (1984) <i>School policy and parent involvement: Research results</i> . Educational Horizons 62 (2) p 70-72	Sept 2010	May 2013
5C	Increase community/parent opportunities for input through use of SharePoint, access to the district website and surveys	Community and parent involvement creates ownership and helps the campus faculty and staff better understand those with whom they partner in the education of students	Epstein, J. L. (1984) <i>School policy and parent involvement: Research results</i> . Educational Horizons 62 (2) p 70-72	Jan 2011	May 2013
Add additional pages as needed.					



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

**Part 3: Intervention Model**

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

**Critical Success Factor 6: Improve School Climate**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Monitor and reward student and staff attendance by six weeks	Increased attendance improves student achievement and improves campus climate	Railsback, J. (2004). <i>By request . . . Increasing student attendance: Strategies from research and practice.</i> <a href="http://www.nwrel.org/request/2004/june/">http://www.nwrel.org/request/2004/june/</a>	Sept 2010	May 2013
6B	Implement Positive Behavior Intervention Support strategies	Reduced classroom misbehavior improves academic achievement	Sprick, R.; Knight, J.; Reinke, W.; McKale, T. (2006) <i>Coaching classroom management.</i> (Pacific Northwest Publishing).  Sprick, R. (2006) <i>CHAMPS: a proactive and positive approach to classroom management.</i> (Pacific Northwest Publishing).	August 2010	May 2013
6C	Increase involvement in extra-curricular activities	Participation in extra-curricular activities increases attendance	Sprick, R. (2006) <i>CHAMPS: a proactive and positive approach to classroom management.</i> (Pacific Northwest Publishing).	October 2010	May 2013

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<p><b>Part 3: Intervention Model</b></p>					
<p><b>Section D: Improvement Activities and Timeline (cont.)</b></p>					
<p><b>Critical Success Factor 7: Increase Teacher Quality</b></p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Implement locally developed employee scorecards as an appraisal instrument	Employee-driven appraisal instruments effectively improve	Kaplan, R. S. and Norton, D. P. (1996). <i>The balanced scorecard: translating strategy into action</i> . Cambridge, MA: Harvard College	Sept 2010	May 2013
7B	Attend subject-specific professional development for TEKS and instructional strategies	Teachers must be familiar with the essential knowledge and skills to prepare students	Marzano, R. J. and Brown, John L. (2009) <i>A handbook for the art and science of teaching</i> . Alexandria, VA: ASCD.	July 2010	April 2013
7B	Recruit and contract a professional development trainer to assist with ongoing, high quality job-embedded staff development	Campus staff needs access to just-in-time job-embedded professional development	Aseltine, J. M., Faryniarz, J. O. and Ragzio-DiGullo, A.J. (2006) <i>Supervision for learning</i> . ASCD  Vygotsky, L. S. (2008) <i>Mind and society: The development of higher psychological processes</i> . Cambridge, MA: Harvard UP	Sept. 2010	May 2012
7B	Develop and post high quality online professional development modules aligned to campus instructional needs	Changes in student enrollment often require changes in personnel; online professional development modules permit ongoing, seamless training anytime, anywhere	Aseltine, J. M., Faryniarz, J. O. and Ragzio-DiGullo, A.J. (2006) <i>Supervision for learning</i> . ASCD  Vygotsky, L. S. (2008) <i>Mind and society: The development of higher psychological processes</i> . Cambridge, MA: Harvard UP	Jan 2012	May 2013
7B	Train teachers how to develop and post online professional modules	Build capacity and significance among teacher-leaders at the campus	Aseltine, J. M., Faryniarz, J. O. and Ragzio-DiGullo, A.J. (2006) <i>Supervision for learning</i> . ASCD  Vygotsky, L. S. (2008) <i>Mind and society: The development of higher psychological processes</i> . Cambridge, MA: Harvard UP	Feb. 2012	May 2013

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<p><b>Part 3: Intervention Model</b></p>					
<p><b>Section D: Improvement Activities and Timeline (cont.)</b></p>					
<p><b>Critical Success Factor 7: Increase Teacher Quality</b></p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Video examples of best practices in teaching and post online as a professional development module	Build capacity and significance among teacher-leaders at the campus	Aseltine, J. M., Faryniarz, J. O. and Ragzio-DiGullo, A.J. (2006) <i>Supervision for learning</i> . ASCD  Vygotsky, L. S. (2008) <i>Mind and society: The development of higher psychological processes</i> . Cambridge, MA: Harvard UP	August 2011	May 2013
7C	Use the results of the employee-driven scorecards to reward school leaders, teachers and staff for increasing student achievement	Rewards such as financial incentives and recognition improve employee retention	Kaplan, R. S. and Norton, D. P. (1996). <i>The balanced scorecard: translating strategy into action</i> . Cambridge, MA: Harvard College	Sept 2010	May 2013
7C	Implement a teacher incentive and advancement program that recruits and retains quality personnel	Incentives and advancement improve employee retention because of increased job satisfaction	Kaplan, R. S. and Norton, D. P. (1996). <i>The balanced scorecard: translating strategy into action</i> . Cambridge, MA: Harvard College	Jan. 2011	May 2013
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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
2A	Insure that the campus receives ongoing, intensive support from the district and other service providers as necessary for success	Campus intervention and change requires intensive support.	Marzano, R. J. and Waters, Timothy. (2009) <i>District leadership that works</i> . Solution Tree Press.	July 2010	June 2010
7B	Train in the use of video creation and editing for the purpose of creating online professional development modules.	Provide opportunities for teacher-leaders to create professional development tools for colleagues	International Society for Technology in Education (ISTE). (2002). Educational technology standards and performance indicators for administrators. Available <a href="http://cnets.iste.org/administrators/a_stands.html">http://cnets.iste.org/administrators/a_stands.html</a>  National Staff Development Council. (2001) NSDC standards for staff development. Archived at <a href="http://www.nsd.org/library/standards2001.html">http://www.nsd.org/library/standards2001.html</a>	Sept. 2010	May 2011
7B	Contract distance learning services.	Distance learning increases opportunities for job-embedded professional development.	National Staff Development Council. (2001) NSDC standards for staff development. Archived at <a href="http://www.nsd.org/library/standards2001.html">http://www.nsd.org/library/standards2001.html</a>	October 2010	May 2013

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <b>Note:</b> Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.         </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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.</b> (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section A: Ongoing Monitoring/Continuous Improvement -</b> Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p><i>The district and campus agree to comply with any reporting and evaluation requirements that TEA may establish and will submit reports in the format requested. District shepherds will complete Quarterly Implementation Reports (QIRs) as required, the Model Selection and Description Report (no later than February 11, 2011), and will participate in TEA technical assistance. The district and campus will comply with all federal requirements for the transformation model including developing and increasing school leader effectiveness, implementing comprehensive school reform strategies, increasing learning time and creating community-oriented schools, and providing operational flexibility and sustained support. In addition, the district and campus will provide additional compensation to develop effective teachers and campus leaders, conduct reviews to ensure that the curriculum is implemented with fidelity and has the intended impact on student learning, will use and integrate technology-based supports and interventions, and will implement approaches that will improve school climate and discipline.</i></p>		
<p><i>The primary and secondary district shepherds will provide ongoing monitoring of qualitative and quantitative data resulting from grant activities to ensure continuous improvement by creating a schedule of activities, persons responsible and due dates for completion. The district and campus will collect objective performance measures from multiple sources such as student performance on formative, interim and summative assessments by subject and teacher, student discipline referrals (date/time/teacher/offense), and staff and student attendance. Collected results will be available quickly to all stakeholders for continuous review in collaborative meetings where campus members can review, analyze and make recommendations for intervention.</i></p>		
<p><i>In addition, the shepherds will utilize tools such as SharePoint and Process-Based Leadership software to communicate results with other district facilitators and the campus administration/faculty/staff. Monitoring of data collection and grant activities will be conducted monthly, by six weeks, and semester as well as end of year to determine compliance and success. Data will be used to measure employee success, and their employ-driven scorecards will also use objective performance measures. Close monitoring and reporting will determine the grant project's effectiveness and will indicate the need for further technical assistance if necessary.</i></p>		
<p><i>The district and campus also assures TEA that data to meet federal requirements will be made available and reported as requested.</i></p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2010-2013</b>	_____ Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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.</b> (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p><i>The district and campus will collect objective performance measures from multiple sources including student performance on formative, interim and summative assessments by subject and teacher, student discipline referrals (date/time/teacher/offense), and staff and student attendance. Collected results will be available quickly to all stakeholders for continuous review in collaborative meetings where campus members can review, analyze and make recommendations for intervention.</i></p> <p><i>In addition, the shepherds will utilize tools such as SharePoint and Process-Based Leadership software to communicate results with other district facilitators and the campus administration/faculty/staff. Monitoring of data collection and grant activities will be conducted monthly, by six weeks, and semester as well as end of year to determine compliance and success. Data will be used to measure employee success, and their employ-driven scorecards will also use objective performance measures. Close monitoring and reporting will determine the grant project's effectiveness and will indicate the need for further technical assistance if necessary.</i></p> <p><i>Ongoing formative assessment of the grant program will guide the campus leaders in decision-making that will increase student achievement. Measurable data will drive instructional decisions, the campus will have flexibility to make necessary decisions to improve student learning. At each milestone, the district and campus will reflect and review on the progress made, making suggestions for improvement and celebrating successes. Overall results will be shared with the campus, district, school board, and community.</i></p> <p><i>The district and campus also assures TEA that data to meet federal requirements will be made available and reported as requested.</i></p>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description.</b> 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)		
<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> 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><i>The district routinely collects qualitative and quantitative data to monitor instruction.</i></p> <p><i>The district and campus intends to collect data from fall, spring and summer PEIMS submissions, using their PEIMS reporting software, Skyward. Skyward provides a variety of reports and can include graphs for visual interpretation of data as well. Other assessment tools include Process-Based Leadership software, which reveals task completion through an action register and scorecard results according to measurable performance objectives. The district and campus will collect data from a variety of other sources, including Renaissance Learning for STAR mathematics and STAR reading diagnostics, NCS Pearson for TAKS histories, C-SCOPE unit assessments and teacher-made tests, and mini-benchmarks that predict TAKS performance. This data will be input into spreadsheets that can be analyzed for patterns and trends. The data will be further disaggregated by grade level, subject, teacher and sub-population with special emphasis on how well the special education population performs. In addition, staff and community will provide ongoing feedback regularly through surveys. The district will monitor staff attendance monthly; the campus will monitor student attendance by six weeks.</i></p> <p><i>The district and campus will monitor progress goals in short time increments to ascertain timely progress toward annual progress goals. The district and campus will collaborate to establish measurable progress goals that lead up to meeting the annual progress goal successfully. The campus will make these incremental goals known through the Process-Based Leadership software and SharePoint, and the campus will hold weekly campus meetings to discuss progress and identify areas that may need intervention. Through SharePoint, they will be able to "pass up" or "pass down" pertinent information for quick technical support.</i></p> <p><i>The district will monitor continuous improvement results through the use of flowcharts and forms that create a clear picture of progress.</i></p>		



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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<i>The district Site-Based Decision-Making Committee and the campus has conducted an initial review of student data, and the campus will review and analyze data further in depth in August 2010 before school starts in order to prepare for student needs. Annual progress measures aligned to state and federal accountability requirements have been established by the district to promote high expectations at the campus and increase student achievement.</i>		
<i>Each August, campus administrators, teachers, community members and district leaders will identify campus strengths and weaknesses in depth, comparing results to the results of other campuses and the state. Campus leaders and teachers will then develop performance goals for students in each measured area: assessments (formative, interim and summative); discipline referrals (date/time/teacher/offense), instructional interventions and strategies aligned to curriculum standards (STAR mathematics and reading, unit assessments, mini-benchmarks), and curriculum monitoring (walkthroughs and identified areas of need), and employee driven scorecards.</i>		
Evaluation will consist of a variety of data collections in the following areas: <ul style="list-style-type: none"> <li>• <b>Improve Academic Performance</b> – measured by annual student achievement in reading/ELA, mathematics, science and social studies;</li> <li>• <b>Increase the Use of Quality Data to Drive Instruction</b> – measured by an increase in reading and mathematics levels in STAR reading and mathematics diagnostic assessments, improved student achievement on C-SCOPE unit assessments; improved achievement on mini-benchmarks in each core subject every six weeks;</li> <li>• <b>Increase Leadership Effectiveness</b> – measured by an increase in the number of power walkthroughs with written feedback; complete the annual evaluation of all employees; develop and complete an annual employee-driven scorecard; complete actions items on time in Process-Based Leadership software;</li> <li>• <b>Increase Learning Time</b> – measured by an increase in extended learning opportunities; and increase in attendance; Increase Parent/Stakeholder Involvement – measured by increased parent/community attendance at meetings; increased training opportunities;</li> <li>• <b>Improve School Climate</b> – measured by a reduction in the number of discipline referrals; ratings by employee surveys; ratings by student surveys;</li> <li>• <b>Increase Teacher Quality</b> – measured by development and completion of Process-Based Learning scorecards;</li> <li>• <b>Other</b> – measured by an increase of online training modules</li> </ul>		
<i>Evaluation tools specifically include TAKS, STAR reading, STAR mathematics, C-SCOPE unit assessments, mini-benchmarks, power walkthroughs, PDAS or a similar appraisal instrument; employee scorecards, time chart records, PEIMS data reporting, sign-ins and agendas, pre- and post-evaluations, the Process-Based Leadership scorecard, and online training modules.</i>		

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by telephone/e-mail/FAX on <u>8/20/10</u> by <i>R. Coggett</i> of TEA. <i>San R. Willis</i>	<b>Texas Title I Priority Schools Grant</b> <b>Schedule # 4C—Performance Assessment and Evaluation</b>	
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana). <i>This page not needed.</i>		
VOID <i>Lc 8/20/10</i>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	72	80	90	100
2	Improve Student Achievement in Mathematics	TAKS	20	60	75	100
3	Improve Student Achievement in Science	TAKS	13	60	75	100
4	Improve Student Achievement in Social Studies	TAKS	13	60	75	100
5						
<b>Increase the Use of Quality Data to Drive Instruction</b> – 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	Improve student achievement in reading	STAR reading	.1 gains in reading level monthly	.15 gains in reading level monthly	.2 gains in reading level monthly	.3 gains in reading level monthly
2	Improve student achievement in mathematics	STAR mathematics	.1 gains in mathematics level monthly	.15 gains in mathematics level monthly	.2 gains in mathematics level monthly	.3 gains in mathematics level monthly
3	Improve student achievement on unit assessments in core subject areas	C-SCOPE unit assessments	Not used	70 % pass assessments, all core subject areas	85% pass assessments, all core subject areas	100% pass assessments, all core subject areas
4	Improve student achievement on mini-benchmarks in core subject areas every six weeks	Mini-benchmarks	Not used	70 % pass all core subject areas	85% pass all core subject areas	100% pass all core subject areas

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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	Increase number of walkthroughs with written feedback	Power Walkthroughs	0	20 per week	25 per week	25 per week
2	Complete annual appraisal of employees	PDAS or similar instrument	100%	100%	100%	100%
3	Develop and complete employee scorecard	Employee scorecard	<70%	80%	90%	100%
4	Complete action items on time in Process-Based Leadership (PBL) software	PBL	N/A	85%	95%	100%
5	Develop a campus principal performance instrument designed or enhanced by the campus principal in a collaborative effort with teachers	PBL	N/A	80%	90%	95%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase extended learning opportunities	Time chart records, tutoring logs	N/A	+2 hours/ targeted student per week	+ 3 hours/ targeted student per week	+ 4 hours/ targeted student per week
2	Increase in attendance	PEIMS	95%	97%	98%	99%
3						
4						
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Parent/Stakeholder Involvement</b> – 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	Increased attendance at meetings	Sign-ins, agendas	30% of meetings attended	70% of meetings attended	85% of meetings attended	95% of meetings attended
2	Increased training	Sign-ins, agendas, log-ins, pre-post evaluations	N/A	60% increase in use	75% increase in use	100% increase in use
3						
4						
5						
<b>Improve School Climate</b> – 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	Reduce number of discipline referrals	PEIMS 425 report via Skyward	8%	<5%	<4%	<3%
2	Increase employee satisfaction	SurveyMonkey	N/A	75% satisfaction	85% satisfaction	95% satisfaction
3	Increase student satisfaction	SurveyMonkey	N/A	75% satisfaction	85% satisfaction	95% satisfaction
4						
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Teacher Quality</b> – 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	Develop and complete employee scorecard	Process-Based Leadership scorecard	>70%	80%	90%	100%
2						
3						
4						
5						
<b>Other</b> – 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	Create and post online training modules	SharePoint	0	5 modules	20 modules	25 modules
2						
3						
4						
5						

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
#	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"/>
<b>Barrier: Gender-Specific Bias</b>				
#	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"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	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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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Gang-Related Activities</b>				
<b>#</b>	<b>Strategies for Gang-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Drug-Related Activities</b>				
<b>#</b>	<b>Strategies for Drug-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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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<b>Barrier: Drug-Related Activities (cont.)</b>					
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"/>	
<b>Barrier: Visual Impairments</b>					
#	<b>Strategies for Visual Impairments</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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"/>	
<b>Barrier: Hearing Impairments</b>					
#	<b>Strategies for Hearing Impairments</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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"/>	
<b>Barrier: Learning Disabilities</b>					
#	<b>Strategies for Learning Disabilities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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"/>	
<b>Barrier: Other Physical Disabilities or Constraints</b>					
#	<b>Strategies for Other Physical Disabilities or Constraints</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Absenteeism/Truancy</b>				
<b>#</b>	<b>Strategies for Absenteeism/Truancy</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
<b>#</b>	<b>Strategies for High Mobility Rates</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Support from Parents</b>				
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
hM03	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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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Z99	Other Barrier: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy: _____			

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$357,000	\$ 16,000	\$ 0
Professional and Contracted Services	5C 6200	138,000	1,800	0
Supplies and Materials	5D 6300	47,000	0	0
Other Operating Costs	5E 6400	26,800	0	0
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	25,000	0	0
Total Direct Costs		593,800	17,800	0
2.196% Indirect Costs		13,400	0	0
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 593,800	\$ 17,800	\$ 0
31,200				
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				625,000
Multiply by .05 (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 31,250

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<p><b>Texas Title I Priority Schools Grant</b></p>		
<p><b>Schedule #5—Program Budget Summary</b></p>		
<p><b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b></p>		
<p>Year 1: SY 2010-2011 \$265,000</p> <p>Year 2: SY 2011-2012 \$180,000 *</p> <p>Year 3: SY 2012-2013 \$180,000 *</p> <p>* 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.</p>		
<p><b>Provide any necessary explanation or clarification of budgeted costs</b></p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher				\$	
2	Educational Aide	Additional math support/3 yrs	1		0	113,000 <del>105,000</del>
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:	Training Coordinator (part time – shared with other TTIPS campus)		1	0	113,000 <del>105,000</del>
23	Title:	Incentive pay – principal/asst. principal (\$3,000x3yrx2administrators)		1	0	18,000
24	Title:	Incentive pay – teachers (\$3,000x3yrx10teachers)		1	0	90,000
25	Title:	Incentive pay – educational aides (\$1,000x3yrx13aides)		1	0	39,000
26	<b>Subtotal Employee Costs</b>				<b>\$ 0</b>	<b>\$357,000</b>
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				<b>\$ 0</b>	<b>\$ 0</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				<b>\$ 0</b>	373,000 <b>\$357,000</b>

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$ 0
	Specify purpose				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				0
	Specify purpose and provide calculation				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				0
	Specify purpose				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				0
	Specify purpose				
<b>Subtotal</b>					
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>					
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Subtotal</b>					
<b>Professional and Consulting Services Less than \$10,000</b>				\$	\$ 0
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>					
Install IT equipment at campus (wireless Internet and server for student use)					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			1	\$ 25,000	\$
Title: Network Specialist – Microsoft Certified					\$ 25,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials				5,000	5,000
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
<b>Total Payment:</b>				\$ 30,000	\$ 30,000

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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):**

Development of campus intranet/SharePoint

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 15,000	\$ 0	\$ 15,000
Title: SharePoint Architect				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$ 15,000	\$ 0	\$15,000

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

Distance learning opportunities (Region 20/other providers)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 18,000	\$ 0	\$18,000
Title: Distant Learning Coordinator				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$ 18,000	\$ 0	\$18,000

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

Principal coaching and teacher training

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$ 75,000	\$ 0	75,000
Title: Consultant				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$ 75,000	0	75,000

<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>	\$ 0	\$ 0	\$ 0
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Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	0	0	0
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	138,000	0	138,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:	0	0	19,800
<b>Grand Total:</b>	<b>\$138,000</b>	<b>\$ 0</b>	<b>138,000</b>

139,800  
10/2/10





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<b>Texas Title I Priority Schools Grant</b>			
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>			
Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: _____	\$	\$
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: _____		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>		<b>0</b>	<b>0</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>		<b>\$ 0</b>	<b>\$ 26,800</b>
<b>Grand Total</b>		<b>\$ 0</b>	<b>\$ 26,800</b>

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	<b>Wireless computer lab for student use</b>	25,000	1	0	25,000
3	<b>24 laptops, secure metal cabinet, router, cables</b>				
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>\$0</b>	<b>\$25,000</b>

<b>SCHEDULE #6A</b>  GENERAL PROVISIONS & ASSURANCES	<p style="text-align: center;"><b>TEXAS EDUCATION AGENCY</b></p> <p style="text-align: center;"><b>Standard Application System</b></p> <p style="text-align: center;"><b>School Years 2010-2013</b></p>	<p style="text-align: center;"><u>015-808</u></p> <p style="text-align: center;">County-District No.</p>
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	015-808 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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



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

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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

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

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

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

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

Rev. 03/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: right;"> <u>015-808</u>          County-District No.       </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

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

**SCHEDULE #6B**

Certification Regarding Debarment,  
Suspension, Ineligibility and  
Voluntary Exclusion—Lower Tier  
Covered Transactions

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**

Required for all federal grants regardless of  
the dollar amount

015-808

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.

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

Federal Program: There will be no lobbying activities for lobbying services procured.	
Name: _____	
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award
<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b> Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>
	CFDA Number, if applicable: _____
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$ _____
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):	<b>10. b. Individuals Performing Services</b> (including address if different from No. 10a; last name, first name, MI):
(Attach Continuation Sheet(s), if necessary)	
<b>[ITEMS 11-15 REMOVED]</b>	
<b>16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature: _____
	Name: _____
	Title: _____
	Telephone# _____ Date: _____
<b>Federal Use Only:</b>	

Standard Form LLL

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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].



<b>SCHEDULE #6E – cont.</b>  NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>015-808</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

<b>SCHEDULE #6E – cont.</b>  NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>015-808</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
    - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
    - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
    - (C) provides a program of elementary or secondary education, or both;
    - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
    - (E) **does not charge tuition;**
    - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
    - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
    - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
    - (I) **meets all applicable Federal, State, and local health and safety requirements;**
    - (J) operates in accordance with State law; and
    - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
  2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
  3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-808</u> County-District No.
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**4. Highly Qualified:**

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-808</u> County-District No.
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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	015-808 County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**8. Teacher Mentoring:** Activities that–

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

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

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

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

Revised 03/03

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

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#### Federal Statutory Requirements

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

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

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

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individual students.

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



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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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

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

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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

**SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**015-808

County-District No.

**Texas Title I Priority Schools Grant**

3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.
- For each grant that equals or exceeds \$25,000 in total grant award amount:**
- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
  - The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
  - The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
  - The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
  - The (federal) Congressional district number
  - The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
  - The total amount of the grant award (TEA will have this information on file)
  - The total amount paid to the grantee as of date of report (TEA will have this information on file)
  - The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
  - An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
  - An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
  - The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

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

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://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).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>015-808</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).

W



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	015-808 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248667579  
Oct. 05, 2009 LTR 4168C E0  
74-2869255 000000 00

00012724  
BODC: TE

EDUCATIONAL RESOURCE CENTER CHARTER  
SCHOOL INC  
% DARLENE RICHARDSON  
3201 CHERRY RIDGE ST STE C315  
SAN ANTONIO TX 78230-4826

025281

Employer Identification Number: 74-2869255  
Person to Contact: Kenneth B. Gerding  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Sep. 24, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in June 1999, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

*Michele M. Sullivan*

Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations I

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>John H. Wood Jr. Charter District</b>	015-808
		LEA Name	County-District#
Afton Oaks		001	
Campus Name		Campus Number	
74-2869-255		20	
by telephone/e-mail/FAX on _____ by _____		9-Digit Vendor ID#	ESC Region
of TEA.			8/30/2010
		NOGA ID# (Assigned by TEA)	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**

Milestones	A	Improve academic performance in Mathematics. Improve academic performance in science. Improve academic performance in social studies. Improve acadmeic performance in English Language Arts/Reading.
	B	Incorporate CSCOPE Vertical Alignment Documents/Unit Maps. Plan and collaborate in the building of integrated thematic units. Create and refinne a unique instructional approach for at-risk youth. Hire one additional instructional assistant to assist students in mathematic.

	C	Quality check lesson plans for alignment and content before lessons are taught. Conduct weekly walkthroughs and provide written feedback for teachers.
<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
Milestones	A	Provide data disaggregation training for campus administration, faculty and staff.
	B	Collect and use a variety of data to drive instructional decisions such as differentiation. Implement the consistent use of unit assessments from CSCOPE in all core subjects. Administer mini-benchmarks every six weeks. Analyze discipline referral data.
	C	Communicate data collection and analysis through SharePoint.
<b>3. Increase Leadership Effectiveness</b>		
Milestones	A	Research/recruit campus administration training for improved instructional monitoring. Participate in district-led data disaggregation.
	B	Implement a new schedule designed to increase time on task. Revise the master schedule if necessary at the beginning of each academic year.
	C	Utilize programs such as SharePoint and Process Based Leadership for resources and data. Implement a campus principal performance instruments designed and enhanced in a collaborative effort with teachers.
<b>4. Increase Learning Time</b>		
Milestones	A	Install a wireless student network in students' common living quarters to increase learning time. Purchase technology tools for students such as iPads and notebook computers that increase student engagement and achievement. Purchase Smartboard Classroom Suite software technology to increase learning opportunities from remote sites such as common living quarters. Purchase technology software for increased student learning.
	B	Create an instructionally focused calendar to promote student learning.
	C	Engage in collaborative planning for instruction. Team in subject pairs for integrated learning (mathematics/science, ELAR/social studies, PE/electives).
<b>5. Increase Parent / Community Involvement</b>		
Milestones	A	Increase community/parent opportunities for input through the district website and surveys.
	B	Provide timely contact and progress report delivery.
	C	Increase community/parent opportunities for input through the district website and surveys.
<b>6. Improve School Climate</b>		
Milestones	A	Monitor and reward student and staff attendance by six weeks.
	B	Implement Positive Behavior Intervention Support Strategies.
	C	Increase involvement in extra-curricular activities.
<b>7. Increase Teacher Quality</b>		
Milestones	A	Implement locally developed employee scorecards as an appraisal instrument.
	B	Attend subject-specific professional development for TEKS and instructional strategies.

		<p><b>Recruit and contract a professional development trainer to assist with ongoing, high quality job-embedded staff development.</b></p> <p><b>Train teachers how to develop and post online professional modules.</b></p> <p><b>Video examples of best practices in teaching and post online as a professional development module.</b></p>
	<b>C</b>	<b>Implement a teacher incentive and advancement program that recruits and retains quality personnel.</b>
<b>Other Identified Needs (not listed above)</b>		
	<b>A</b>	
	<b>B</b>	

<b>Part 2: Budget by Identified Needs</b>	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	39%
Increase the Use of Quality Date to Drive Instruction	5%
Increase Leadership Effectiveness	8%
Increase Learning Time	12%
Increase Parent / Community Involvement	3%
Improve School Climate	4%
Increase Teacher Quality	26%
Other Remaining Costs	3%
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	45%
Increase the Use of Quality Date to Drive Instruction	18%
Increase Leadership Effectiveness	27%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	10%
Increase Teacher Quality	0%
Other Remaining Costs	0%

<b>Part 3: Intervention Model</b>
<input checked="" type="checkbox"/> Transformation
<input 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><b>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.</b></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>

**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.**

The district replaced the Afton Oaks principal in July 2010 prior to the commencement of the transformational model.

- 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;**

The campus will develop process-based employee scorecards. Each employee develops his/her own scorecard for annual evaluation based on campus and personal goals. The scorecards (evaluation tools) will take into account student achievement as outlined by the Critical Success Factors and Milestones of this grant. Teachers will collaborate with the principal to develop the principal's scorecard.

- 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;**

Teachers and the campus principal who have met the mastery standard on the employee scorecard will be rewarded with incentive pay. Those who do not perform well after ample opportunity and training will be removed.

- 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**

Teachers and the campus principal will attend ongoing, high quality, job-embedded professional development in subject specific pedagogy, differentiation strategies and best practices for teaching at-risk youth. In addition the district will hire a trainer who will assist the campus in developing online training modules. The campus principal and staff will also receive training and support from Lead Your School.

- 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.**

The district will implement incentive pay for teachers and the campus principal when employees scorecards are mastered.

## **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**

The campus will implement the continuous use of data for monitoring student progress and determining instructional need. Data will include diagnostic results monthly from STAR testing in reading and mathematics as well as CSCOPE unit assessment tests each six weeks and mini-benchmark results on progress toward mastery of TAKS objectives.

### **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.**

N/A

## **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](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)*

The campus will identify students needing additional targeted instructional time and will increase that time by two hours per week per identified student. In addition, the campus has begun the implementation of a school day that includes 6.5 hours of integrated and thematic instruction and minimal transition time between classes in an effort to maximize instructional time for all students.

### **B. Provide ongoing mechanisms for family and community engagement.**

Students at this campus are placed in a residential facility through Child Protective Services or the court system; many of these children's parents have lost contact rights. The facility acts as the guardian or parent and the school will invite the facility representatives to meetings and trainings, as well as any parents or surrogate parents who do have contact rights. The campus will maintain a webpage for parents to contact the school and keep up with student events.

## **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;**

The district will allow the school flexibility in creating its master schedule as well as permitting the campus to



determine its own budget needs for professional development, supplies/materials and travel.

- 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 will receive intensive research-based ongoing support and technical assistance from the district, the local educational service center and Lead Your School.**

**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**

N/A

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

N/A

- 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 principal will have final authority in the hiring process at the campus.

**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;**

N/A

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

N/A

- 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;**

N/A

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

N/A

**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;**

N/A

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

N/A

- 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;**

N/A

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

N/A

### **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;**

N/A

**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;**

Include an advisory period in each student's schedule.

**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;**

The campus will participate in and implement strategies from Positive Behavior Intervention Supports.

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

N/A

### **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;**

N/A

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

N/A

**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.**

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>1</b>	<b>A</b>	<p>Improve academic performance in Mathematics.</p> <p>Improve academic performance in science.</p> <p>Improve academic performance in social studies.</p> <p>Improve academic performance in English Language Arts/Reading.</p>	<b>Sept. 2010</b>	<b>May 2013</b>
	<b>B</b>	<p>Incorporate CSCOPE Vertical Alignment Documents/Unit Maps.</p> <p>Plan and collaborate in the building of integrated thematic units.</p> <p>Create and refine a unique instructional approach for at-risk youth.</p> <p>Hire one additional instructional assistant to assist students in mathematics.</p>	<b>August 2010</b>	<b>May 2013</b>
	<b>C</b>	<p>Quality check lesson plans for alignment and content before lessons are taught.</p> <p>Conduct weekly walkthroughs and provide written feedback for teachers.</p>	<b>September 2010</b>	<b>May 2013</b>
<b>2</b>	<b>A</b>	<p>Provide data disaggregation training for campus administration, faculty and staff.</p>	<b>June 2010</b>	<b>March 2013</b>
	<b>B</b>	<p>Collect and use a variety of data to drive instructional decisions such as differentiation.</p> <p>Implement the consistent use of unit assessments from CSCOPE in all core subjects.</p> <p>Administer mini-benchmarks every six weeks.</p> <p>Analyze discipline referral data.</p>	<b>June/Sept./ Oct. 2010</b>	<b>April/May 2013</b>
	<b>C</b>	<p>Communicate data collection and analysis through SharePoint.</p>	<b>June 2010</b>	<b>May 2013</b>
<b>3</b>	<b>A</b>	<p>Research/recruit campus administration training for improved instructional monitoring.</p> <p>Participate in district-led data disaggregation.</p>	<b>June/Sept. 2010</b>	<b>May 2013</b>
	<b>B</b>	<p>Implement a new schedule designed to increase time on task.</p> <p>Revise the master schedule if necessary at the beginning of each academic year.</p>	<b>August 2010 2011, 2012</b>	<b>May 2013</b>
	<b>C</b>	<p>Utilize programs such as SharePoint and Process Based Leadership for resources and data.</p> <p>Implement a campus principal performance instruments designed and enhanced in a collaborative effort with teachers.</p>	<b>July/Sept. 2010</b>	<b>April/May 2013</b>

4	A	<p>Install a wireless student network in students' common living quarters to increase learning time.</p> <p>Purchase technology tools for students such as iPads and notebook computers that increase student engagement and achievement.</p> <p>Purchase Smartboard Classroom Suite software technology to increase learning opportunities from remote sites such as common living quarters.</p> <p>Purchase technology software for increased student learning.</p>	Sept./Oct./ Nov. 2010	Nov. 2010 and May 2013
	B	Create an instructionally focused calendar to promote student learning.	July 2010	July 2013
	C	Engage in collaborative planning for instruction. Team in subject pairs for integrated learning (mathematics/science, ELAR/social studies, PE/electives.	Jan. 2011	May 2013
5	A	Increase community/parent opportunities for input through the district website and surveys.	Jan. 2012	May 2013
	B	Provide timely contact and progress report delivery.	Sept. 2010	May 2013
	C	Increase community/parent opportunities for input through the district website and surveys.	Jan. 2011	May 2013
6	A	Monitor and reward student and staff attendance by six weeks.	Sept. 2010	May 2013
	B	Implement Positive Behavior Intervention Support Strategies.	August 2010	May 2013
	C	Increase involvement in extra-curricular activities.	Oct. 2010	May 2013
7	A	Implement locally developed employee scorecards as an appraisal instrument.	Sept. 2010	May 2013
	B	<p>Attend subject-specific professional development for TEKS and instructional strategies.</p> <p>Recruit and contract a professional development trainer to assist with ongoing, high quality job-embedded staff development.</p> <p>Train teachers how to develop and post online professional modules.</p> <p>Video examples of best practices in teaching and post online as a professional development module.</p>	July/Sept. 2010, Jan. 2011, Aug. 2011, Jan./Feb. 2012	May 2012, April/May 2013
	C	Implement a teacher incentive and advancement program that recruits and retains quality personnel.	Jan. 2011	May 2013
<p><b>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.</b></p>				