

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	AAMA Inc. _____ Organization Name George I. Sanchez Charter High School-San Antonio Branch Campus Name 741696961 9-Digit Vendor ID# 105520017110030 NOGA ID# (Assigned by TEA)	015 County-District# 812 Campus Number 20 ESC Region Amendment #
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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: 07/2010

Project Ending Date: 06/30/2013

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

Tier I x **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	
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	
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)	NA	NA
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	NA	NA
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Edward		Vargas	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
713-926-1112		evargas@aama.org	

Only the legally responsible party may sign this application.

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

701-10-112-349

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

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
George I. Sanchez Charter High School-San Antonio Branch					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
201 Meredith				San Antonio	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
21		078438074		5shfh23	4800198-07796
Campus Name				County-District	
George I. Sanchez Charter High School-San Antonio Branch				015-812	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
201 Meredith				San Antonio	TX
				TX	78228
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Edward				Vargas	
Telephone		Fax		Email	
713-926-1112		713-926-8129		evargas@aamainc.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6001 Gulf Freeway				Houston	TX
				TX	77023
Secondary Contact					
First Name		Initial		Last Name	
Veronica				Hernandez	
Telephone		Fax		E-mail	
210 270-8567		713-926-8129		vhernandez@aama.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
201 Meredith				San Antonio	TX
				TX	78228

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<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>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <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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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment	
2	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support	
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity	
4	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model	
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers	
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary	
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities	
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability	
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline	
10	The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals	
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others	
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances	
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances	

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

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

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

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input checked="" type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<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		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Using TTIPS grant funds, GIS intends to implement a transformation model to address fundamental issues concerning its graduation and dropout rates and performance on State and Federal accountability measures. Under this TEA-designed program model of school intervention, GIS will continue to develop and increase teacher and school educational leadership effectiveness in order to address the multitude of factors affecting the school's high dropout rate, low graduation levels, and poor performance on State and Federal accountability tests by all students but particularly those represented in special populations and targeted to meet Adequate Yearly Progress by No Child Left Behind (NCLB) through Title I supportive and supplemental funding for school improvement.		
The GIS campus has begun a highly focused effort to identify student's historic mobility, credit, and performance on state TAKS assessments in order to increase credit recovery through accelerated instruction and differentiated instruction that serves to increase student engagement. District supportive efforts to reduce dropout rates and increase the graduation rate of student cohorts will also be initiated through a more rigorous, transparent, and equitable evaluation system for teachers and principals involving accountability for student growth as a significant factor as well as other factors such as ongoing collections of professional practice measured with multiple observation-type of assessments reflective of student achievement.		
In implementing this intervention model, GIS plans to create a performance incentive value-added system based on financial rewards for teachers, staff, and administrators who have increased student achievement and positively impacted dropout and graduation rates. Within this performance system, GIS also intends to replace staff members who, after ample opportunities have been provided for them to improve their professional practice, failed to do so.		
Another critical part of GIS' program approach will be its comprehensive and ongoing professional development intended to increase teacher competence, development of professional learning communities, as well as increased instructional and learning resources for both teachers and students. GIS plans to align its on-going, high-quality, job-embedded professional development to its local program goals and objectives that directly relate to the purpose of the grant's RFA. With technical assistance from SIRC, professional development will concentrate on tailoring instruction to the diverse needs of GIS' student body and designing comprehensive instructional reform strategies that focus on data-driven decision-making to guide instruction and program planning, research-based instruction that is both vertically and horizontally aligned within the campus and particularly with TEKS State academic standards. GIS will also increase the portion of professional development devoted to improving the supportive systems for students such as pre-referral interventions, increased tutorial opportunities as well as credit recovery and dropout recovery programs based on aggressive tracking and re-engagement of highly mobile students who withdraw from the school or who demonstrate consistent absences and failing grades. Integration of technology into curriculum to increase student motivation and engagement will also be addressed through research-based projects, higher-order thinking instruction, and increased software supplemental programs for students to accelerated instruction through lab tutorials. Finally, as part of its overall strategy to increase learning time and create community-oriented schools, GIS plans to use TTIPS funds to hire additional instructional staff members to establish a flexible scheduling system that will accommodate double-blocked classes in math and science, pull-out tutorials for intensive small-group instruction,		

supplemental instruction through technology labs, Saturday, afterschool and night school classes for students to make up as well as to accelerate instruction through extended hours. Parents' participation in the technology labs to work with provide support to their students as well as to learn English, or to obtain information and support for job-training, and to access supportive services to address social needs.

The program will be consistently monitored by gathering data on student progress on mini-benchmarks, lab program reports, classroom observations, follow-up of professional development to ensure classroom application of effective strategies, meetings of teachers to review and develop lessons, documentation of minutes, review of attendance and credits, and formative evaluation of student mastery of TAKS objectives and TEKS based on end-of-the year analysis of data and adjustments to programs based on results.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	30	24	40	26	120
Total Students:	0	0	0	0	0	0	0	0	0	0	30	24	40	26	120
Total Instructional Staff														7	
Total Support Staff														6	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Surveys/ questionnaires/ Focus groups/ interviews/ Feedback data/ Parent conferences														
2	Data Profiles, charts, and graphs on State assessment data (TAKS)(PBMAS)(graduation, Completion Rate I and II, Comprehensive analysis of PEIMS leavers, mover, and dropouts data, and GED Rates)														
3	AEIS Reports														
4	AYP student data reports														
5	TELPAS and AMAO results														
6	Classroom and school walkthrough data														
7	Performance-based Monitoring Assessment report														
8	Student Benchmark Data														
9	Grade reporting data generated through PEIMS														
10	PDAS Evaluations														
11	Comparative Analysis of Performance of Gateway dual credit students														

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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.		
<p>To identify the needs of the campus being served by the TTIPS grant, the LEA and campus followed a five-step process outlined in the United States Department of Education's guidance document on designing effective schoolwide programs. The planning process began with the establishment of a formal schoolwide planning team to oversee the needs assessment process. The campus principal, school superintendent, chief academic officer, and Title I Coordinator established the core planning team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school special education campus contact and guidance counselor; parents and other community members; and students. Once the planning team was created, members roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change.</p> <p>Before the needs assessment began, the LEA and campus initiated a survey and focused discussions on critical questions during workshops to determine the best TTIPS model suitable for the campus given it's current School Improvement Stage I, Year 1 status for low performance in Math. The campus discussed what the reformed school vision establishing high expectations for student and school performance particularly sharing views on what the school would look like in terms of student success, and how that vision differed from what currently existed. Several issues surfaced with plausible strategies to seek solutions as a result of the discussions. To complete the second step of this process, survey questions which were disseminated to staff, students, and parents concentrated on issues pertaining to the school's purpose, its expectations for students, the responsibilities of the adults serving them, the level of collaborations and partnerships that existed among the LEA's and campus's stakeholders, and how committed the LEA and campus were to the notion of continuous improvement. This step in the overall process enabled the core planning team to gather a wide array of thoughts and opinions into a shared vision of what the school truly needed to achieve meaningful reform.</p> <p>In the third step of the process, the core planning team wanted to know how far the school was from where it wanted to be. As a result, the team decided on creating a school profile in order to better understand the school's student, staff, and community demographics, programs, and mission. To complete the profile, the schoolwide planning team first decided which focus areas were most essential to reform the school and how each of them reflected on the school's current status. The focus areas the core planning team concentrated on were student achievement on State and Federal assessments, the measurable goals for achievement and whether they were known by parents, teachers, and students, student mobility, dropout and attendance rates, the school's differentiation of instruction, alignment of current curriculum to TEKS and effectiveness of instruction and instructional resources and assessment instruments, the quality and relevance of professional development provided to instructors, as well as outreach to parent and community stakeholders.</p> <p>The fourth step involved the team in gathering and organizing data in these seven focus areas. In some areas, the team accessed existing data. For example, they gathered quantitative and disaggregated data such as student achievement results on both state and federal academic performance measures according to all subgroups per Adequate Yearly Progress (AYP) reports, enrollment counts, mobility, dropout rates, and graduation rates from school and district records and state accountability (Academic Excellence Indicator System (AEIS) as well as Performance-based Monitoring Assessment System (PBMAS) reports, and demographic statistics from community-based or other organizations. Student performance data on students who participate in the dual credit Gateway Program at San Antonio College, their attendance, credits, and testing participation were examined through a comparative analysis of both TAKS, benchmarks, and individual credit accrual and attendance. In other areas, however, the planning team needed qualitative data, such as employee, parent and student surveys that revealed attitudes and perceptions. To gather this information, the team administered and tabulated surveys on participatory decision-making, curriculum, and student's at-risk factors, focus discussions, classroom observations, as well as the Comprehensive Improvement Needs Assessment (CINA) developed collaboratively by the Campus Administrative Mentor (CAM), assigned by the School Improvement Resource Center, and the principal as well as the staff.</p>		

Having both types of data, the team analyzed the information it collected. The team concentrated on the gap between the school's established vision for itself and its current operating state. The evidence enabled the team to draw important conclusions on the current school program and helped its members identify the needs that had emerged in all of the focus areas. Members then composed a comprehensive needs summary report and distributed it to all of the LEAs educational stakeholders.

The campus team participated in workshops on campus planning for systemic change inclusive of data analysis to analyze and assesses students' academic and social needs assessment data. A comprehensive improvement needs assessment was delineated through focused discussion while reviewing and reflecting on the data. Furthermore, the following tasks were delineated and completed: identification of goals, objectives, and strategies to address curriculum, instruction, and assessment issues through selected research-based strategies. A specific plan of action that would meet state and federal requirements focused on a central and unified purpose to address the condition of low performance as a school team, to use data to improve student performance and to guide instruction, and to develop an ongoing professional development plan with increased instructional support. A high degree of staff commitment is evident as a result of the training and planning process.

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	School Superintendent		
2	Chief Academic Officer		
3	Campus principal and assistant principal		
4	Core subject area department chairpersons		
5	Elective teacher representatives		
6	Special Education Coordinator		
7	Parent representatives		
8	Gateway Program		

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The LEA has built a strong capacity to use grant funds to provide adequate resources and related services to its campus in San Antonio, Texas through its partnership with San Antonio College Gateway program, and The Association for the Advancement of Mexican Americans (AAMA Inc.) The management of AAMA is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal and state programs. The organization, now in its fortieth year of existence, manages an annual budget of more than \$1,035,000 in State and Federal Title funds at its San Antonio campus, which it uses to support its current school programs at George I. Sanchez Charter School. AAMA ranks as the 9th largest Latino nonprofit in the nation, helping more than 23,000 people annually. The organization provides Title II drug-prevention and rehabilitation program supported by the Selena Center. Counseling on campus as well as full-service childcare and parenting courses for pregnant and parenting students are some of the supportive services available to students. Technology labs and COWS as well as labtops for teachers are available to integrate technology into instruction.</p> <p>AAMA operates two pioneering high schools for students otherwise left behind. Serving more than 900 students at campuses in Houston and San Antonio, George I. Sanchez Charter Schools offer a unique educational alternative for at-risk students who have not been able to succeed in traditional large high schools. Smaller classes, intensive tutoring, night school, the GIS Early College Program, and credit recovery program are key components of the school's innovative academic plan. GIS staff is also a critical ingredient in AAMA's ability to educate the most at-risk Latino youth. GIS teachers and administrators share a deep empathy for at-risk youth and a commitment to improving students' educational and career opportunities. All GIS teachers meet the Federal definition for highly qualified in the subject area they teach.</p> <p>To address issues concerning student achievement, GIS uses a participatory model that engages all stakeholders with a decision making team that consists of administrators, teachers, parents, district personnel, and community representatives. The team's core function is to meet bimonthly to discuss goals and strategies to address student achievement and to assess educational outcomes. As part of its on-going, continuous planning process focused on student performance, the site-based team collects quantitative and qualitative data to create and revise a campus needs assessment that it completes annually. The team uses the needs assessment to identify and target the campus' local priority needs, goals and objectives for the upcoming school year and to design strategies and activities to improve student achievement. The needs that emerge from the assessment are subsequently used to establish grant funding priorities in the school's State and Federal Title I budgets. The LEA's Title I coordinator, Special Projects Director, Superintendent, chief academic officer, and campus principal, all members on the site-based team, manage grant funds collectively and conduct ongoing and summative evaluations of grant programs to ensure that funds are allocated to school programs in a timely and effective manner that supports the district's and campus's school reform goals and objectives.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The LEA/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model through a variety of different methods. The LEA organized a web-based survey campaign that sent out opinion surveys to students, staff, parents, and the community to elicit responses on the application and the school's proposed school intervention model.</p> <p>The school superintendent then consulted with the school's focus groups—groups that consisted of staff, parents, teachers, administrators, and community members that were organized earlier in the school year—to inform stakeholders of the LEAs plans to apply for the grant and to use a school transformation model to address local issues regarding student achievement at one of its campuses.</p> <p>At a campus level, staff, parents, and community members were made aware of the application and the proposed school transformation model through the organization's web email portal; its Latino Network company home page; weekly staff meetings; face-to-face conversations; and videoconferencing. The campus site-based decision-making teams also included parent representatives and parental involvement is integrated in the School Improvement Campus Improvement Plan.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The LEA and campus will implement each of the following strategies to modify its practices and/or policies, as necessary, to ensure its implementation of the school transformation model. The LEA has already replaced the principal who led the school prior to commencement of the transformation model. Since December of 2009, the new campus principal has received technical assistance through the School Improvement Resource Center's (SIRC) mentor. The LEA and campus will also implement a more rigorous, transparent, and equitable evaluation system that will track and evaluate performance for teachers and principals on data regarding student growth 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.</p> <p>The LEA will also modify its staff incentive and retention policies to fully and effectively implement the school transformation model. The LEA will establish a school performance incentive program to financially reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. The district and campus will ensure that it's staff is 100% highly qualified and will develop plans to attract and retain effective staff members and incentives for hard-to-staff positions. Furthermore, the district will provide ample opportunities for staff members to improve their professional practice and will subsequently replace ineffective staff members. Staff development practices will be changed in a number of different ways. Workshops will concentrate on developing job-related expertise to ensure that staff is equipped to facilitate effective teaching and learning. Priority will be given to training that develops instructional capacity and effectiveness in differentiating instruction for students from different socio-economic, linguistic, and cultural backgrounds, as well as students needing intensive support based on diagnosed learning disabilities. The LEA will also institute a more effective system for measuring changes in instructional practices resulting from professional development. A teacher facilitator will be hired to monitor and assist with the implementation of instructional best practices derived from professional development. Facilitators will report directly to the district contact and campus principal.</p> <p>Comprehensive instructional reform strategies will concentrate on providing additional support and professional development to teachers and principals in order to implement effective strategies to support students with disabilities and to ensure that limited English proficient students acquire language skills to master academic content. As part of this overall focus, the LEA will require campus department chairpersons to promote the continuous use of student data such as formative, interim, and summative to inform and differentiate instruction in order to meet the academic needs of individual students. Departments heads will be required to complete a program needs assessment, a departmental improvement plan, and an annual program evaluation. Data will be used to measure progress of students identified as most highly at-risk and to create a schoolwide "response to intervention" model that will effectively meet the needs of all learners in a timely manner. Other instructional reform strategies include a plan accelerated instruction through increased learning time and creative scheduling options and to expand the number of course offerings provided through its Early College program for secondary students, in order to increase the level of rigor on campus.</p> <p>To address the need for additional learning time and increased community engagement, the LEA plans to add another forty-five minute class period to the regular schedule; weekend classes for students needing intensive tutorials in core academic subjects; and a strong Saturday and/or night school option for students whose work schedules conflict with regular school-hour attendance. Efforts at engaging parents of GIS students in school activities will increase through new partnerships with community organizations that concentrate on parent training, ESL and GED, and job skill development though computer lab availability. Ongoing technical assistance, related support, and flexibility will be provided to the campus.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The LEA will align a variety of other resources with the school improvement intervention. The LEA will use foundational state program allotments (High School, Career and Technology, Regular Compensatory ED/Pregnant Related, Title II for Technology, professional development, and the Selena Center partnership for delinquent students as well as regular Foundation School Funds. Funding categories will be used in a collaborative manner to target the major program initiatives such as professional development, curriculum alignment, and data gathering enabling tools as well as software programs to support credit accrual and tutorials and summer instructional interventions in Math, Reading/English Language Arts, and Science. Some other funding sources include state and federal grants such as NCLB School Improvement and Consolidated funds, Title I Stimulus, Title I SIP Stimulus, Title I SIP Roll Only, Title XIV State Stabilization funds, TEA Life Skills funds, Algebra Readiness Cycle I Grant funds, and IDEA B Formula and Stimulus funds.</p> <p>The LEA also plans on leveraging state, national, and private organizational partnerships to assist the campus in its implementation of the chosen school improvement intervention model. George I Sanchez in San Antonio's Gateway program through San Antonio Community College will provide dual credit, tutorials, and support credit accrual and staff support such as counselors for students in dual-credit college and vocational classes. SAC will also align workforce programs to the Career and Technology program that GIS wants to expand. GIS offers drug-prevention counseling and support group services through its Selena program for a group of delinquent students. Counseling will be enhanced with a full-time counselor to provide for all students character development through implementation of a character development program such as the Boys Town model. Funds will be aligned to offer a variety of extended-learning opportunities and instructional resources as well as increased staff in English Language Arts, Math, and Science to accelerate instruction with doubled instructional time blocks so that students earn the required credits and graduate with their cohort group as well as to make up work due to absences and attend tutorials. After school/ evening, Saturday, and summer tutorials for students will be provided via increased staffing, increased instructional time and software programs to extend learning to the home via technology programs and increased staff and supplemental services interventions. GIS will provide Social Worker to support its students through home visitations, and active collaboration with social service organizations to remove barriers that students face such as economic, homelessness, drug use, counseling, potential abuse and juvenile delinquency.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Mr. David Glaesemann, GIS's Title I Coordinator/Grant Project Coordinator and Writer/Bilingual/ESL director, is a certified secondary education instructor with master's degrees in English and public-school education. A professional educator with more than 10 years of public-school and college-level teaching experience and six years of program administration and TEA compliance reporting, Mr. Glaesemann now manages GIS's state foundational funds, the school's Title I federal consolidated and AARA Stimulus grants, and writes and administers state cycle initiative grant applications, such as the Limited English Student Success Initiative Cycle 4 grant (\$169,500) and the Algebra Readiness Grant (\$41,500).</p> <p>Ms. Margaret Rodriguez, GIS's Special Projects Director who currently oversees GIS's accounting and finance department, and has twelve years of experience for the Houston Independent School District (HISD) as a certified principal (EC-12) and an additional three years as a case manager for the Department of Human Services;</p> <p>Dr. Helen Myers, GIS's Chief Academic Officer who, with over twenty-five years of experience as a teacher, principal, and assistant superintendent, has had notable success in implementing research-based, data-driven educational programs that have brought about remarkable gains in student achievement.</p> <p>Ms. Veronica Hernandez, the principal is an experienced with over eight years of experience as a highly effective instructional leader who is focused on the school transformation process and has increased staff expectations to develop an Exemplary school. Her experience includes prior creation of the San Antonio Can Academy that met AYP from a Stage 3 status. Her experience includes instructional leadership, administrative scheduling, staffing and staff evaluation, designed professional development and supplemental instructional services for students, and budget management. She leads her staff to create a positive and supportive motivational school climate that is student-centered. She has already established the ground work to begin a productive and effective school year with a comprehensive campus improvement plan, a professional development plan, and a restructured schedule as well as several data-gathering efforts. Her staff is motivated and committed to create the changes that will lead to school transformation so that students' will attain quality education that leads to successful college enrollment or workforce.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Mr. Glaesemann, the LEAs project manager, has been designated by the school's superintendent to implement the school's central office with the responsibility for supporting the campus' school improvement efforts. The project manager has created a TTIPS education team to coordinate school improvement activities among key central office personnel, which will include Mr. Edward Vargas, Superintendent of George I. Sanchez Charter Schools, a certified Texas school superintendent and principal (EC-12) with over twenty-five years of experience working in schools for the Houston Independent School District (HISD) and the nationally recognized organization Boystown.</p> <p>The Superintendent of Schools and the Special Projects director will work collaboratively on leveraging existing community partnerships and gathering support from new ones to provide outside support for the campus' reform efforts. Both personnel members will also share duties with the Project Manager in financial planning, record-keeping, and budget reporting to AAMA's CEO Beatrice Garza and the district's school board. The Project Manager will also work closely with the LEAs Chief Academic Officer, Campus Principal and Staff to provide leadership in planning and implementing academic programs funded by the grant. This implementation team will equally share responsibilities for communicating campus goals, policies and procedures related to school improvement activities, managing and assessing teaching staff funded by the grant program, and tracking, monitoring, and evaluating the effectiveness of the campus' academic programs in improving overall student achievement.</p> <p>Margaret Rodriguez, GIS's Special Projects Director who currently oversees GIS's accounting and finance department will continue to manage the budget and ensure adherence to TEA's accounting procedures.</p> <p>Dr. Helen Myers, GIS's Chief Academic Officer who with over twenty-five years of experience as a teacher, principal, and Assistant Superintendent, has had demonstrated notable success in implementing research-based, data-driven educational programs, with remarkable gains in student achievement, will coordinate provide curriculum, instruction, and assessment as well as professional development support to the campus in its of the Transformation model.</p> <p>Personnel in the central office roles will be clearly defined in implementing the transformation model for school academic improvement. Members of the district education team will also follow a set review and evaluation process in which members routinely meet to ensure that progress toward meeting the program goals and objectives outlined in the grant.</p> <p>The principal will ensure that the program is implemented as delineated in its grant application, will coordinate implementation, and will manage campus-level decisions in a manner that addresses the school's unique needs and implements as well as demonstrates progress related to the Critical Success Factors: Improve Academic Performance, Increase Teacher Quality, Improve School Climate, Increase Leadership Effectiveness, Increase use of Quality Data to Drive Instruction, Increase Parent/Community Involvement, and Increase Learning Time. To ensure attainment of desired goals and ongoing implementation of plans, monitoring to make timely adjustment to ensure student academic success, and submission of reports to the School Improvement Resource Center and the Texas Education Agency per required timeline.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Financially, the LEA plans to sustain the campus reforms after the funding period ends through a continued implementation of effective research-based practices sustained through the creation of a student-center school learning culture, combination of annual federal title funds, future state initiative cycle grant awards, foundational school program funds, and private donations from the LEA's community partnerships.</p> <p>The processes and policies used to implement the school improvement model will be sustained through a systemic planning process to ensure application of the Critical Factors for Success. The campus will continue to operate a site-based decision making committee and participatory process to address issues affecting the campus. The LEA, as part of its oversight duties, will maintain the TTIPS team to ensure that continual progress is being made toward achievement of the district's and campus' local program goals and objectives. The LEA and campus will also maintain a more rigorous, transparent, and equitable evaluation system implemented during the funding period in order to continue tracking and evaluating student performance growth data for teachers and principals as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, credit accrual, re-engagement of leavers to recover dropouts, and increase high school graduation rates. The LEA will formally delineate policies concerning the process for identifying, rewarding, or replacing ineffective teachers and principals based on a review of progress in the attainment of goals to increase student achievement, attendance, and high school graduation rates. The LEA will permanently implement such strategies as financial incentives, increased opportunities recruitment, professional growth, promotion, and retention of highly qualified staff to meet the needs of the students and to support the campus in its implementation of ongoing improvement with the application of the Critical Success Factors.</p> <p>The campus will also sustain the comprehensive instructional reform strategies implemented during the grant period. To ensure the continued use of data to identify and implement an instructional program that is research-based, and to promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students, the LEA will continue to incorporate Eduphoria student data management software into the school's instructional programs as well as other instructional software program to accelerate instruction; utilize instructional coaches to support classroom teachers in disaggregating student achievement data, to design lessons based on students instructional needs by differentiating instruction and design effective interventions for individual students; and integrate technology-based support systems to increase graduation rates through credit recovery programs and accelerated instruction.</p> <p>Flexible scheduling and ongoing mechanisms for family and community engagement, which facilitated increased learning time and a community-oriented school, will be also be maintained as a permanent part of the campus's school program model. The Superintendent will continue to apply for the optional flexible school year to offer classes during non-regular school hours and on the weekend and the LEA will continue to maintain staffing patterns to support flexible school choice options for individual students. The campus will be provided support to initiate programs that address its unique needs via flexibility. Additional operational flexibility will be afforded by implementing a per-pupil school budget formula that is weighted based on student needs.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>To recruit, screen, and select an external provider, the LEA will use a three-step process to ensure quality outside assistance is provided. The LEAs will a three-step process that includes:</p> <p>Step 1: Conducting Initial Conversations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify skill sets of potential providers aligned with student and school improvement priorities and student needs. <input type="checkbox"/> Coordinate selection process with the School Improvement Center <input type="checkbox"/> Apply selection criteria in the selection process of the potential provider <input type="checkbox"/> Discuss/coordinate the cost of services with the potential provider. <input type="checkbox"/> Discuss the outcomes expected and the timetable with the potential provider. <input type="checkbox"/> Discuss the provider's evaluation strategy. <p>Step 2: Checking References</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Provider's Background, Resume, and success rate <input type="checkbox"/> Ask the provider for references. <input type="checkbox"/> Contact schools or districts similar to the campus that have worked with this provider. <p>Step 3: Reaching an Agreement on Selecting a Provider</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask key stakeholders to review or formally approve the choice. <input type="checkbox"/> Build support for the choice among the wider school community. <input type="checkbox"/> Coordinate selection with the School Improvement Center and/ TEA as per timeline/requirements. 		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
Not applicable		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
Not applicable		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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The LEA and campus followed a **five-step process** outlined in the United States Department of Education's guidance document on designing effective schoolwide programs. The planning process began with the establishment of a formal campus planning team to oversee the needs assessment process. The campus principal, school superintendent, chief academic officer, and Title I Coordinator established the core planning team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school special education campus contact and guidance counselor; parents and other community members; and students. Once the planning team was created, members' roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change.

Before the needs assessment began, the LEA and campus initiated a survey and focused discussions on critical questions during workshops to determine the best TTIPS model suitable for the campus given its current School Improvement Stage I, Year 1 status for low performance in Math. The campus discussed what the reformed school vision establishing high expectations for student and school performance particularly sharing views on what the school would look like in terms of student success, and how that vision differed from what currently existed. Several issues surfaced with plausible strategies to seek solutions as a result of the discussions.

To complete the second step of this process, survey questions which were disseminated to staff, students, and parents concentrated on issues pertaining to the school's purpose, its expectations for students, the responsibilities of the adults serving them, the level of collaborations and partnerships that existed among the LEA's and campus's stakeholders, and how committed the LEA and campus were to the notion of continuous improvement. This step in the overall process enabled the core planning team to gather a wide array of thoughts and opinions into a shared vision of what the school truly needed to achieve meaningful reform.

In the third step of the process, the core planning team wanted to know how far the school was from where it wanted to be. As a result, the team decided on creating a school profile in order to better understand the school's student, staff, and community demographics, programs, and mission. To complete the profile, the schoolwide planning team first decided which focus areas were most essential to reform the school and how each of them reflected on the school's current status. The focus areas the core planning team concentrated on were student achievement on State and Federal assessments, the measurable goals for achievement and whether they were known by parents, teachers, and students, student mobility, dropout and attendance rates, the school's differentiation of instruction, alignment of current curriculum to TEKS and effectiveness of instruction and instructional resources and assessment instruments, the quality and relevance of professional development provided to instructors, as well as outreach to parent and community stakeholders.

The fourth step involved the team in gathering and organizing data in these seven focus areas. In some areas, the team accessed existing data. For example, they gathered quantitative and disaggregated data such as student achievement results on both state and federal academic performance measures according to all subgroups per Adequate Yearly Progress (AYP) reports, enrollment counts, mobility, dropout rates, and graduation rates from school and district records and state accountability (Academic Excellence Indicator System (AEIS) as well as Performance-based Monitoring Assessment System (PBMAS) reports, and demographic statistics from community-based or other organizations. Student performance data on students who participate in the dual credit Gateway Program at San Antonio College, their attendance, credits, and testing participation were examined through a comparative analysis of TAKS, benchmarks, and individual credit accrual and attendance. In other areas, however, the planning team needed qualitative data, such as employee, parent and student surveys that revealed attitudes and perceptions. To gather this information, the team

administered and tabulated surveys on participatory decision-making, curriculum, and student's at-risk factors, focus discussions, classroom observations, as well as the Comprehensive Improvement Needs Assessment (CINA) developed collaboratively by the Campus Administrative Mentor (CAM), assigned by the School Improvement Resource Center, and the principal as well as the staff.

Having both types of data, the team analyzed the information it collected. The team concentrated on the gap between the school's established vision for itself and its current operating state. The evidence enabled the team to draw important conclusions on the current school program and helped its members identify the needs that had emerged in all of the focus areas. Members then composed a comprehensive needs summary report, integrated it into the Campus Improvement Plan and distributed it to all of the LEAs educational stakeholders.

Since the campus is a Stage 1, Year 1 campus with a current Campus Administrative Mentor (CAM), the campus has conducted a comprehensive Improvement Needs Assessment as a springboard to address needs through its Campus Improvement Plan. Therefore, the campus' posture is a readiness state and aligned to fully implement the Transformation Model. The campus team participated in workshops on campus planning for systemic change inclusive of data analysis to analyze and assesses students' academic and social needs assessment data. A comprehensive improvement needs assessment was delineated through focused discussion while reviewing and reflecting on the data. Furthermore, the following tasks were delineated and completed: identification of goals, objectives, and strategies to address curriculum, instruction, and assessment issues through selected research-based strategies. A specific plan of action that would meet state and federal requirements focused on a central and unified purpose to address the condition of low performance as a school team, to use data to improve student performance and to guide instruction, and to develop an ongoing professional development plan with increased instructional support. A high degree of staff commitment is evident as a result of the training and planning process.

The team then used the comprehensive needs summary report to determine which school intervention model best suited both its short-term and long-term needs. Based on the needs assessment report, the campus's capacity (e.g., performance, school culture/expectations, teacher performance, or facilities) to support dramatic school reform was high enough to eliminate the option of the school closure or restart intervention models. The team then gave careful consideration to implementing the turnaround model; however, the needs assessment did not indicate an immediate need for replacing the current principal, who has helped the campus make strong gains in student achievement, nor did it indicate that changing the school's governance structure, and eliminating 50 percent of the current staff, were necessary. Subsequently, the LEA chose the transformation model as its option for school improvement, convinced that an emphasis on continued development of the campus's capacity in leadership effectiveness, implementing instructional reform, increasing learning time, parent and community involvement, and providing operational flexibility were the keys for effectively transforming the school.

The LEA has developed a very detailed timeline delineating the steps the campus will take to implement the selected intervention model:

- **May 2010**

- A. Decision-making committee uses five-step process to choose school intervention model
- B. Decision-making committee meets to develop school transformation plan

- **June 2010**

- A. LEA informs community of school transformation plan
- B. LEA communicates leadership effectiveness expectations to current staff:
 - a. focus on student growth
 - b. commitment to change instructional practices
 - c. career and financial incentives for improving student achievement
 - d. the rigorous staff evaluation process and its implications
 - e. promoting effective staff members to leadership positions
- C. LEA communicates leadership effectiveness expectations to all new hires
 - a. TTIPS education team interviews instructional and administrative candidates
 - b. TTIPS education team informs chosen new hires of leadership expectations
- D. Based on the campus needs assessment, the LEA begins providing job-embedded professional development

to current and new employees

- a. Imbedding the English Language Proficiency Standards (ELPS) training
- b. Using the Eduphoria student data management software system to make effective instructional decisions
- c. Using technology to support effective instructional interventions
- d. Differentiated instruction training

E. Summer school credit recovery program

- a. traditional day program
- b. Aventa night school program

- **July 2010**

- A. Summer professional development
- B. Summer credit accrual program

- **August 2010**

A. Job-embedded professional development training

- a. Effective instructional strategies for students in special populations
- b. Promethean active board technology training
- c. Differentiated instruction
- d. Data-analysis to guide instructional planning
- e. Eduphoria orientation training
- f. Gang and drug awareness training; C-Scope curriculum training
- g. Classroom management/student engagement training
- h. Character development training and orientation
- i. Response to Intervention Training
- j. Instructional best practices training
- k. Early Warning System training and uploading of potential dropout student data

B. Use formative and summative assessment data to assess teacher knowledge and degree of application and/or changes in instructional practice resulting from professional development.

C. Teachers disaggregate current student achievement data within departments to customize instruction to the needs of the student population being served; also use early-warning system to identify students at-risk of not meeting high achievement standards or not graduating


D. Add student behavioral supports and parent involvement activities to include:

- a. individual and group counseling
- b. parent use of technology labs
- c. parent workshop trainings
- d. student support groups
- e. student mentoring system
- f. parent conferences
- g. open houses and report card night celebrations

- **Fall 2010-Spring 2011**

- A. Continuously monitor progress, identify barriers and change operational norms as required:
- a. Develop 90 day plans and ensure implementation of plan of action according to the required timeline.
 - b. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is effectively modified.
 - c. Teacher facilitator and teacher mentors assist teachers in implementing the instructional reform strategies; constantly check and assist teacher in interpreting and utilizing student growth data for improving student performance.
 - d. Conduct frequent principal walkthroughs to provide formative and summative feedback data to teacher mentors and staff on implementation of comprehensive instructional reform strategies.
 - e. Use formative, interim, and summative assessments to ensure the grant program is having the intended impact on student achievement.
 - f. Document the development of teacher and school leaders' effectiveness.
 - g. Initiate training and curriculum alignment changes needed to implement high quality instruction aligned with state TEKS standards
 - h. Continue to provide job-embedded professional development and additional technical support for teachers needing extra assistance.
 - i. Work openly with TEA technical assistance provider, SIRC, and attend required trainings and submit requested compliance progress reports
 - j. Evaluate effectiveness of program initiatives through a summative evaluation consisting of data analysis to examine end-of-the-year overall academic achievement gains.

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

Part 3: Intervention Model

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

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Part 3: Intervention Model

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	Superintendent	
2	Campus Principal and assistant principals	
3	Special populations coordinators (Special Education, LEP/ESL, Special Entry)	
4	Core subject area teachers	
5	Elective teachers	
6	Parent Focus Groups	
7	Student Focus Groups	
8	Community Partnership Members	
9	San Antonio Community College program coordinators	
10	Support staff	

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

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>					
<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</p>					
CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Improve Student Achievement in Reading/ELA through implementation of research-based instructional practices.	The most effective means of collecting data on effective instructional practice is with teacher classroom observation. Professional learning communities' collaboration through team planning increases ownership and behavior changes in application of workable strategies.	Several research studies indicate that selection of instructional practice data is to be determined, applied, and professional development conducted. (Hasbrouck & Denton, 2005). Students benefit from embedding of ELA in Content Areas. Deschler, 2002). Professional Learning Communities' focus on instructional planning is part of a systemic approach to campus improvement. (Center for Comprehensive School Reform and Improvement)	October 2010; September 2011; September 2012; Weekly with on-going and documented quarterly formative analysis.	June 2011; June 2012; June 2013
1A	Improve Student Achievement in Mathematics and Science through implementation of research-based instructional practices.	Student performance in Algebra is considered the gateway to college as a springboard preparation requirement for subsequent Math performance, college readiness and admission and potential performance on the upcoming End-of the Course exam that consists of 60% Algebraic reasoning. Therefore accelerated instruction in Math is critical and fundamental.	Taking advanced mathematics in high school has been found to be strongly associated with postsecondary success (Adelman, 1999). Algebra I prepared students for postsecondary career and college opportunities (Bangser, 2008). Accelerated instruction calls for smaller classes, differentiation of instruction, and use of instructional modalities such as computer-based programs, hands-on activities, group and independent activities to better address diverse student needs (Portz & Gaudet, 2001)	October 2010; September 2011; September 2012; Weekly with on-going and documented quarterly formative analysis.	June 2011; June 2012; June 2013

1B	Align curriculum to TEKS and prepare lesson plans reflecting the implementation of differentiated instruction.	Vertical and horizontal curriculum alignment to ensure student mastery of state TEKS standards is critical in preparing students to increase academic performance and attain TAKS academic performance mastery and to meet state and federal standards such as Adequate Yearly Progress.	Alignment of curriculum, assessment, and instruction requires analysis of standards, policies, and practices in states, districts, schools, and classroom (Martone & Sireci, 2009). In all cases, for teachers to identify and activate the explicit connections between instruction and standards, and therefore improve student performance, they must be involved in the process of making those alignments. (Koppang, 2004)	September 2010; September 2011; September 2012; Ongoing with formative analysis and adjustments every 6 weeks (cycle).	June 2011; June 2012; June 2013
1A 1C	Utilize technology support interventions with students in need of assistance throughout the school year.	Student success in the classroom is based on a variety of techniques and strategies to enable at-risk students to succeed.	"Successful schools at all levels should provide extra-help strategies to assist student in meeting high standards in both academic and career/technical courses. An excellent tool for providing extra support is through technology interventions, which can help more students prepare for rigorous coursework. Technology-based methods should be considered when data show that students need a boost in their studies" (ERIC ED508019) .	February 2011; September 2011;	June 2011; June 2012;
1B	Increase access to advanced coursework to prepare students for higher education or technical training.	Promote higher-level educational opportunities for advancement. Students perform better in classes when they have a vision to excel in future opportunities	"...[S]tudies show that students who take AP courses are more likely to graduate from college than students who take only the regular coursework" (ERIC ED505556)	January 2011; September 2011; September 2012	June 2011; June 2012; June 2013
1A	Establish an early warning-system for at risk students with observable criteria.	Students who enter our system and are already showing signs of being severely at risk of not graduating are not identified early enough to monitor their improvements or deficiencies. These students are most in need of interventions.	"An early warning data system can signal which students and schools are most in need of interventions. If policymakers heed the most current research, avoid the mistakes of the past, and invest sufficient up-front "research and development" dollars, they can build data systems to identify those	October 2010	December 2010

			students on the path to dropping out early enough to make a difference." (ERIC ED499838)		

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Data disaggregation /Training analysis using data analysis for curriculum alignment as well as analysis of Eduphoria student data software management system.	Examination of data reveals patterns of student performance representative of instructional gaps to inform and adapt lessons to meet student needs. Data also reveals weakness in program practices and policies that can be addressed through immediate interventions or changes. Data disaggregation will also help the campus evaluate program effectiveness according to a review of student progress.	"Data warehousing technology allows schools to collect, store, and analyze data more effectively[which] support a culture of inquiry, continuous improvement, accountability, and purposeful data-driven decision-making-- cornerstones of efforts to ensure the success of all students" (ERIC EJ767092).During coaching processes, teacher encourage reflection. The more teachers learn about their teaching and learning, the more accurately they reflect on what they are doing well and what needs improvement (Daling, Hammond & Bransford, 2005)	September 2010; August 2011; August 2012	September 2010; August 2011; August 2012
2B	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.	Student performance is enhanced by teams who utilize, disaggregate, and manage student data. In order to make decisions to increase effectiveness and quality of instruction in the classroom, teams plan with data- specific factors driving their decisions.	"Data can make improvements in teaching, learning, and the organization. For data to lead to improvement, it is important to further research the concept data-driven decision making and by stressing the importance of developing teachers' competence in the use of data" (ERIC EJ872951).	October 2010; September 2011; September 2012	June 2011; June 2012; June 2013
2C	Utilize PLCs to promote on-going communication of data that addresses student performance based on 3 and 6 week	PLCs provide a forum for on-going communication.	True professional learning communities follow different protocols to evoke dialogue between team members. In some	September 2010; September 2011;	June 2011; June 2012;

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Management Data disaggregation training on Eduphoria student data software management system	Get to the root cause of problems, pinpoint where change is most needed, and guide resource allocation. Data disaggregation will also help the campus evaluate program effectiveness and the learning focused on student learning results	Data warehousing technology allows schools to collect, store, and analyze data more effectively[which] support a culture of inquiry, continuous improvement, accountability, and purposeful data-driven decision-making--cornerstones of efforts to ensure the success of all students" (ERIC EJ767092).	September 2010; August 2011; August 2012	September 2010; August 2011; August 2012
3A	Provide Differentiated Instruction training and ensure implementation in lesson planning by teachers.	Teachers must be able to reach the different instructional levels of students in order to develop prerequisite skills necessary for student to actively engage in the learning process.	Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model requires teachers to be flexible in their approach to teaching and adjust the curriculum to learners rather than forcing student to fit a "one-size fits all" curriculum. This requires teaching with different tiers adjusting levels of complexity.	July 2010; July 2011; July 2012; Weekly lesson plan review and teacher classroom observation	June 2011; June 2012; June 2013
3A	Provide teachers and staff with job-embedded professional development and coaching to build leadership capacity.	In order to increase quality of instruction, both capacity building and professional development tied to effective research-based practices is essential.	For the past couple of decades, school improvement has largely been driven by two levers of change—capacity building and professional development. (Handbook of Implementation of SIG, 2010)	July 2010	June 2013

3A	Improve school climate through teambuilding and professional learning communities.	Teambuilding will enable school to build a climate of high academic achievement.	"It is important for the school leader to build trust and respect among his/her teachers. A positive school climate leads to high academic achievement for all students" (ERIC ED 507577).	July 2010	July 2013
3B	Provide opportunities and time for principal candidates to complete principalship requirements which allows for professional growth and career advancement.	Operational flexibility is a huge part of empowering teachers and future principals with the ability to share the decision-making of school reform.	Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole (Harrison and Killion 2007).	September 2010	June 2013
3B	Provide opportunities and time for Teacher Leaders to participate in TTIPS planning, conduct 3-minute walk-throughs, and sheppard PLCs to successfully implement school reform strategies and meet requirements of TTIPS grant.	Operational flexibility is a huge part of empowering teachers and future principals with the ability to share the decision-making of school reform.	Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers (Harrison and Killion 2007).	August 2010	June 2013
3C	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.	Student performance is enhanced by teams who utilize, disaggregate, and manage student data. In order to make decisions to increase effectiveness and quality of instruction in the classroom, teams plan with data- specific factors driving their decisions.	"Data can make improvements in teaching, learning, and the organization. For data to lead to improvement, it is important to further research the concept data-driven decision making and by stressing the importance of developing teachers' competence in the use of data" (ERIC Ej872951).	October 2010; September 2011; September 2012	June 2011; June 2012; June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Increase learning time with staff collaborative planning and professional development to create professional learning communities.	A focused on bell-to-bell instruction, increased academic learning time, and collaborative planning of lessons that include differentiated based a team approach to collaborative planning will increase awareness of the importance of use of time to maximize learning as well as to accelerate instruction.	One of the most enduring school-level factors in the research literature is the effective use of time. In one meta-analysis of education research conducted by Scheerens and Bosker in 1997, the effect of time on student achievement was shown to have increased student achievement by 15 <u>percentile</u> points - the strongest single factor identified. One study which examined the impact of time in great depth (Denham & Lieberman, 1980) classified four basic types of time: 1) allocated time, instructional time, engaged time, and academic learning time.	September 2010; Biweekly meetings	June 2011
4A	Computer-assisted credit recovery programs	A credit recovery strategy to enable overage students to earn high school credits in courses not passed previously, improve graduation rate and reduce the drop out rate.	"Districts, driven by government requirements to produce better results are using credit recovery programs to help students in trouble get back on track and boost achievement levels for the students and districts alike. Many are implementing programs that blend face-to-face and online instruction" (ERIC EJ860581)	August 2010	June 2013
4A	Provide Saturday and after school accelerated instruction to increase credit accrual.	Provide students who are behind in credits or not on grade level an opportunity to catch up and improve their grades and academic achievement.	"Several studies on linking Saturday school programs to student achievement show that students who are behind in reading and math can catch up to grade level	January 2011; August 2010; August	June 2011; June 2012 June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A	Increase opportunities for parents to participate as partners in the educational process through increased communication and technology to support tutorials, credit accrual, and parent learning resources.	Parent support and influence has positive impact on student learning pursuit of college. Internet-based tools and applications extend powerful avenue to increase communication and to extend learning to the home.	Research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes towards learning (Caplan, Hall, Lubin, and Fleming, 1997).	January 2011; September 2011; September 2012	June 2011; June 2012; June 2013
5C	Increase accessibility to community resources such as counselor, social workers, social community organizations and the development of a sense of school community.	Students who attend George I Sanchez have historic mobility, large instructional gaps due to poor attendance, and daily challenges and barriers as a result of their social and economic needs.	A learning community does not just happen; it is created intentionally at every level of a school and organization. At Envision Schools, we employ several strategies to create this type of environment: We value creation of a school community (Project Exchange, Lenz)	October 2010	June 2013
5B	Provide gang and drug awareness training to students, parents, and community.	Increase parent and community awareness on and provide successful strategies for gang and drug interventions.	"Reviews of programs that promoted mental health in schools (including preventing gang violence and aggression and substance abuse) show these programs to be among the most effective ones in promoting health among teenage students" (http://www.who.org)	May 2011; September 2012	June 2012; June 2013

Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B	Decrease discipline referrals through implementation of a positive character development program such as the Capturing Kids Hearts and Love & Logic model.	Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. And yes, Love and Logic works along with all other school discipline programs (www.loveandlogic.com). Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. But creating such an environment is a tremendous challenge. Capturing Kids' Hearts is a learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance (www.flippengroup.com).	Marzano (2003) recommends that teachers build positive relationships by creating a cooperative classroom and being considerate of students who have differing learning styles and needs: Research shows that in classrooms where the Model is implemented with high fidelity, more students comply with teacher correction and stay academically engaged while office discipline referrals and student suspension days decline. The Internet resource: <i>Well Managed Classroom</i> , Hensley)	July 2010	June 2013
6A	Provide individual counseling for students.	Individual counseling will equip students with social, emotional, and behavioral support skills necessary for changing personal behaviors that negatively impact student performance.	According to researchers, students who had counseling showed improvement in attitudes, behaviors, and academic performance in both the short term (first six months) and long term (http://www.ablongman.com/)	October 2010; August 2011; August 2012	June 2011; June 2012; June 2013

6AB	Utilize counselor-student support groups on campus	Student support groups led by campus counselors will give students a sense of belonging, develop important social and communication skills, and create a feeling of self-worth.	"Student-support groups increase the sense of belonging that many adolescents crave on a school campus. Support groups also provide students with a viable problem-solving mechanism, and enable students to polish various social and communication skills, while improving their sense of responsibility and feelings of worth" (ERIC ED340986).	October 2010; September 2011; September 2012	June 2013; July 2012; July 2013
6AB	Provide student mentoring program for highly at-risk students.	The ultimate goal of the program is to improve student academic and behavioral outcomes through the guidance and encouragement of a volunteer mentor.	Impact evaluations of school-based student mentoring efforts suggest that school-based programs have the potential to improve students' academic performance, behavior in school, and school attendance (Herrera et al., 2007). Two experimental studies of the Across Ages mentoring program, which has characteristics of both school- and community-based programming, found that the program led to lower levels of student substance use and problem behaviors and stronger attachment of students to school and their families (Taylor et al., 1999; Aseltine et al., 2000),	March 2011; September 2011; September 2012	June 2011; June 2012; June 2013
6C	Create and implement extra/co-curricular activities based on student interests and staff strengths.	Extra/co-curricular activities foster school-connectedness.	"...that participation in activities during the middle school years has a profound positive impact on those students who project to be most at risk for dropping out when they do arrive in high school. Activity participation strengthens the school connection for all students, and it begins to promote those positive characteristics in the middle school" (Holloway & Brown. Education World, 2000).	August 2010; August 2011; August 2012	June 2011; June 2012; June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Miles tone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Increase teacher quality with ongoing job-embedded professional development	Teacher quality of instruction is associated with implementation of professional development of research-based effective practices. An ongoing professional development process with follow-up to guide and support classroom application will be applied as an expected organizational structure. In order for professional development to provide ongoing classroom support, it's important to develop a long-term professional development plan that facilitates implementation of instructional strategies such as differentiated instruction, curriculum alignment, and data-driven lesson planning.	Using a purposefully selected sample of about 207 teachers in 30 schools, in 10 districts in five states, Dessimone examine features of teachers' professional development and its effects on changing teaching practice in mathematics and science from 1996–1999. "We found that professional development focused on specific instructional practices increases teachers' use of those practices in the classroom. Furthermore, we found that specific features, such as active learning opportunities, increase the effect of the professional development on teacher's instruction." (Desimone, 2002)	August 2010	June 2013
7B	Provide staff with differentiated instruction training	Improve teacher quality by providing staff with techniques and strategies for tailoring instruction to meet all students academic needs	"...[A] growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, ... scholars researched the application and effects of differentiated instruction in K–12 classrooms. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups.	July 2010	June 2013

			Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).		
7B	Provide staff with effective classroom management strategies training.	Improve teachers' capacity to increase student motivation, engagement, attendance, and academic achievement.	"Instructors trained in effective classroom management techniques [...] improved student motivation, attendance and achievement" (ERIC ED291700)	July 2010	June 2013
7B	Provide staff with Response to Intervention Training (RTI)	Improve teachers' ability to utilize a tiered, research-based intervention system for addressing the needs of students struggling to meet the high academic standards and graduation.	"Response to intervention RTI is a framework for providing interventions and services at increasing levels of intensity until students succeed. The framework helps teachers and schools provide instruction and interventions matched to student needs, monitor progress frequently to guide decisions about changes in instruction or goals, and apply data to important education decisions" (Batsche et al. 2005)(ED506348)	August 2010	June 2013
7B	Provide staff with training on best practices and professional learning communities.	Improve teachers' knowledge level and utilization of instructional best practices to increase student achievement gains on state criterion-referenced tests	"Schools that design research-based professional development programs based on effective schools research and instructional best practices resulted in real achievement gains on state criterion-referenced tests determining high school graduation." (ED434875)	August 2010	June 2013
7C	Create and utilize a sustainable financial incentive system.	Improve the recruitment and retention of identified staff that increase student achievement and high school graduation rates.	"Economic analysis of teacher pay has shown that high-ability teachers leave the profession in disproportionate droves due, in large part, to the extreme 'pay compression' between	June 2010	August 2013

			<p>high and low performers. Between the mid-1960s and 2000.</p> <p>In several research studies, teachers were significantly more satisfied with incentive pay systems than single salary system. In contrast to common beliefs, the program did not lead to counterproductive competition among staff members. Also, the school environment is more positive with pay incentive systems and positive results on student were found." (www.uark.edu/ua/op)</p>		

Add additional pages as needed.

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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Part 4: Waiver Requests

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

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

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

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

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

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

The LEA will use a **five-step process** to monitor grant activities to ensure that student achievement results show continuous improvement. First, the LEA will use the assembled **TTIPS educational team** for conducting all program monitoring, which will remain in place throughout all the activities in the monitoring process. Participants of the TTIPS Educational team will meet monthly and will be assigned to analyze student data trends, patterns, and issues related to individual components of the grant program.

At monthly committee team meetings, TTIPS participants will use a **focused data analysis** process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives, as well as summative assessments that include PDAS evaluations, Eduphoria student management reports, student benchmark data, AEIS, TELPAS, PBMAS, AYP, AMAOs, and accountability data.

The campus will evaluate the effectiveness of program initiatives through a summative evaluation consisting of data analysis to examine end-of-the-year overall academic achievement gains. The summative evaluation will consist of a comparative analysis of historic data as well as cohort results of graduates, dropouts, and continuers. TAKS results will be analyzed as well as individual student progress on the Texas Projection Measure. A comparison of at-risk and non-at-risk students will be conducted to determine reduction of performance gaps for all students in at-risk situations.

The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.

For core issues and concerns identified, the TTIPS educational team will then **identify the end results/goals** of improvement based on the team's analysis and goal-setting activities and reflect these goals in the desired results column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

The team will then determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

The campus will apply an ongoing process to monitor progress of program implementation using the Seven Critical Success Factors on a quarterly basis. The campus core team will review the plan of action consistently and the administration will ensure its implementation by reviewing progress indicators and making necessary adjustments. Data-driven decision-making will form the basis of the ongoing monitoring process.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The administration will use the creation of Professional Learning Communities to engage teachers in collaboration to plan instruction and assessment, to plan units to across the curriculum, and to monitor student progress. Teachers will participate in decisions concerning assessment of students such as development and use of mini-benchmarks that target a specific number of objectives to be taught and assessed biweekly.</p> <p>A profile of student progress will be maintained by teachers and benchmark results will be use to ensure differentiation of instruction is implemented, that teachers reteach skills and concepts not mastered. Teachers will also use the results to continuously share instructional strategies that worked and will collaborate in their lesson planning and curriculum alignment so that skills and concepts are taught across the curriculum resulting in horizontal alignment of curriculum.</p> <p>Staff will also use the C-Scope curriculum model and will ensure that their lessons and curriculum as well as new state adopted textbooks are aligned to the new TEKS and particularly the TAKS test. Quarterly progress charts of student progress will be maintained identifying all at-risk indicators that affect students as well as all applicable programs, credits, attendance, and progress results of their Tutorials, afterschool, and Saturday classes.</p> <p>Cohort analysis will be conducted of all classes to actively re-engage potential drop-out and increase the graduation rate by conducting a historic analysis of movers, leavers, credits, attendance, TAKS results by objective and grade level.</p> <p>At monthly committee team meetings, TTIPS participants will use a focused data analysis process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.</p> <p>For core issues and concerns identified, the TTIPS educational team will then identify the end results/goals of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.</p> <p>The team will then determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.</p> <p>Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation.</p> <p>The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.</p>		

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Schedule #4C—Performance Assessment and Evaluation

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

Participants on the TTIPS Educational team will collect qualitative and quantitative program data through a variety of data collection methods. The educational team will obtain relevant **quantitative data** from several student management systems, Eduphoria, WebCCAT, PEIMS, AEIS, PBMAS, AMAO, TELPAS, and the NCLB homepage. The team will also administer staff, student, and parent satisfaction surveys with closed-ended questions on a regular basis in order to gauge the level of perceived satisfaction with the grant program. To collect an array of campus-level data (e.g. student discipline referral data, attendance reports, leaver data, graduation cohort reports, benchmark reports, principal walkthrough observations) a data entry specialist will be responsible for inputting, managing, and disseminating data to TTIPS team members upon request. At the beginning of the year, staff will analyze TAKS results will be desegregated historically by subject, by grade level, by for three years.

Also, the Texas Projection Measure results will be examined individually by student and grouped into four categories related to a horizontal and vertical dimensions determining whether they both passed TPM and made Progress or not. Results of at-risk and non-at-risk students will be compared to determined reduction of the performance gaps between students in at-risk situations and those who are not. Also, results for student in the dual credit program will be disaggregated and compared to those who do not participate in the dual credit program. Attendance and student performance will also be examined to determine the impact of attendance on student performance.

Also, analysis of TAKS results, attendance, and credits will be compiled for cohorts groups using the PEIMS summary data in order to re-engage potential dropouts. The Early Warning System will be used as a tool to examine student data. A profile of student performance priority objectives per students in order to plan lessons. Mini-assessments will be conducted on an ongoing basis biweekly to determine whether students attain mastery of content and are appropriately instruction to the level and rigor of the TAKS test. **Qualitative data collection methods** include in-depth interviews, one-on-one interviews that provide rich unbiased information; student-staff-parent focus groups to generate convergence and consensus among stakeholders impacted by grant activities; and field studies, such as classroom observations, department chair walkthroughs, home visits, parent conferences, and staff meetings to gain a sense of the overall level of satisfaction on how grant activities may be progressing.

At monthly committee team meetings, TTIPS participants will use a **focused data analysis** process to collect, analyze, and disaggregate student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze qualitative as well as summative assessments. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation. For core issues and concerns identified, the TTIPS educational team will then **identify the end results/goals** of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made. **The team will next** determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.

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Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. <u>Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</u> Developing the campus' performance goals began by forming a schoolwide educational team known as the TTIPS Team . The campus principal, chief academic officer, and the School Improvement Coordinator established the TTIPS Educational Team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors and curriculum specialists; parents and other community members; and students. Once established, the team collected a variety of qualitative and quantitative data through student management data systems; staff, student, and parent satisfaction surveys; an array of campus-level data (e.g. student discipline referral data, attendance reports, leaver data, graduation cohort reports, benchmark reports, principal walkthrough observations); include in-depth, one-on-one interviews; student-staff-parent focus groups field studies, such as classroom observations, department chair walkthroughs, home visits, parent conferences, and staff meetings. After collecting an array of data samples, TTIPS participants met to conduct a campus needs assessment from which the campus goals were derived. To accomplish this task, the team used TEA-designed focused data analysis templates, which allowed the team to describe issues and findings related to student achievement contained in the data samples it had collected. The team then used a section of the templates to write a current description of all of the school programs. The description enabled the TTIPS team to identify key areas for improvement, which the team then recorded on the last section of the template. The key areas for improvement then became the guiding factors the team used to generate the campus goals for the TTIPS grant application.		

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Empty space for response		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	70%	75%	83%	91%
2	Improve Student Achievement in Mathematics	TAKS	22%	30%	42%	54%
3	Improve Student Achievement in Science	TAKS	34%	40%	50%	58%
4	Improve Student Achievement in Social Studies	TAKS	69%	75%	85%	90%
5	Provide teachers with a performance incentive for achieving their respective annual goal	TAKS	\$0	\$1000	\$1000	\$1000
6	Provide administrators with incremental performance incentive upon the achievement of annual performance goals	TAKS	\$0	\$500 - \$2000	\$500 - \$2000	\$500 - \$2000

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percentage of teachers using data to improve instruction	Eduphoria AEIS-It	65%	85%	100%	100%
2	Improve ongoing data communication within departments	PDAS Domain VIII (mastery) Meeting Minutes	25%	50%	75%	95%
3	Increase the percentage of teachers and staff trained on data disaggregation techniques	Professional Development Sign-in sheets	85%	95%	100%	100%
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	50%	80%	100%	100%
2	Increase the number of teachers and staff changing instructional practices resulting from professional development	Sign-in sheets Walkthroughs PDAS	60%	80%	95%	100%
3	Provide an incentive to retain teachers	Upon return the following school year	\$0	\$500	\$500	\$500
4	Provide an incentive to retain campus administrators	Upon return the following school year	\$0	\$2000	\$2000	\$2000
5	Provide an incentive to retain support staff	Upon return the following school year	\$0	\$1000	\$1000	\$1000
6	Provide an incentive to retain professional support staff	Upon return the following school year	\$0	\$500	\$500	\$500

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 attendance by providing students positive support services	Attendance records and reports	80%	83%	86%	90%
2	Increase the total number of school hours during the day to include additional time for instruction in core academic subjects	Tutorial sign-in sheets and attendance records	7.5	9	10	10
3	Increase the total number of students attending Saturday school and/or night school for credit recovery, tutoring, and enrichment	Saturday school attendance records	20 (average)	40 (average)	60 (average)	100 (average)
4	Increase the number of accrued credits per semester through scheduling options.	PGPs, schedules, credits accrued	10	20	30	40

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of partnerships with community and social service organizations to extend support to parents.	List of supportive organizations and referrals	0	20	40	60
2	Increase the total number of parents participating in school sponsored activities and organizations	School activity/ parent conference sign-in sheets	18 (average)	50 (average)	75 (average)	100 (average)
3	Increase the number of workshops for parents on TAKS preparation resources.	Sign-in sheets and agendas	0	3	6	10
4	Increase the total number of full-time staff in the campus' parent liaison office	Human Resource Records	0	2	3	3
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the total number of students receiving counseling services	Counseling log	10	50	100	150
2	Increase the total number of students participating in extended tutorial school activities	Tutorial attendance records	4	20	40	60
3	Increase the total number of students enrolled in advanced academic programs, such as the Early College Program and dual credit.	Early College and Dual Credit Class Enrollment Data	45	55	75	100
4	Decrease the number of discipline referrals	425 record report	27	14	7	0
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percentage of teachers using data to improve instruction	Eduphoria AEIS-It	65%	85%	100%	100%
2	Increase the percentage of teachers and staff trained on data disaggregation techniques	Professional Development Sign-in sheets	65%	95%	100%	100%
3	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	50%	85%	100%	100%
4	Provide a performance incentive for teachers who complete 84 hours of professional development, submitted lesson plans, and met RtI and Saturday school extended learning	Incentive rubric PD certificates Lesson plans Teacher sign-in sheets	\$0	\$500 - \$2500	\$500 - \$2500	\$500 - \$2500
5	Provide a performance incentive for administrators who complete 84 hours of professional development and based on overall teacher quality results	Incentive rubric PD certificates	\$0	\$1000 - \$3000	\$1000 - \$3000	\$1000 - \$3000

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide extra-duty pay for staff participating in professional development, Saturday school, etc.	PD certificates Sign-in Sheets	\$0	\$4,000	\$4,000	\$4,000
2						
3						
4						
5						

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	x	<input type="checkbox"/>	x
B02	Provide interpreter/translator at program activities	x	<input type="checkbox"/>	x
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	<input type="checkbox"/>	x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	<input type="checkbox"/>	x
B05	Develop/maintain community involvement/participation in program activities	x	<input type="checkbox"/>	x
B06	Provide staff development on effective teaching strategies for diverse populations	x	x	x
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"/>	x	<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"/>	x
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"/>	x
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"/>	x

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

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

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	x	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	x	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	x	<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.	x	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	x	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	x	<input type="checkbox"/>	x
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	x	x
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	x
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	x
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	x
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	x
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	x
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	x
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	x
M02	Conduct home visits by staff.	<input type="checkbox"/>	x	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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Project Period: August 1, 2010 through June 30, 2013

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 1,484,580	\$	\$ 0	\$ 1,484,580
Professional and Contracted Services	5C	6200	175,000	0	0	175,000
Supplies and Materials	5D	6300	116,400	0	0	116,400
Other Operating Costs	5E	6400	46,000	0	0	46,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	0	0	0	0
Total Direct Costs			1,821,980	0	0	1,821,980
% Indirect Costs				0	0	0

Grand Total

Total Budgeted Costs:	\$ 1,821,980	\$ 0	\$ 0	\$ 1,821,980
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	1,821,980
Multiply by <u>05</u> % limit)	<u>105</u>
Enter Maximum Allowable for Administration, including Indirect Costs	\$ <u>92,599</u>

RW

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Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$607,327

Year 2: SY 2011-2012 \$607,327*

Year 3: SY 2012-2013 \$607,327* *du 9/20/2010*

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

Provide any necessary explanation or clarification of budgeted costs

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Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs

Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
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Instruction

1 Teacher	Provide Reading/ELA, Math, Science instructional support teachers	3		\$	\$ 450,000
2 Educational Aide	Provide support to all students	1			\$84,000
3 Tutor	Provide intensive, small group instruction for pull-out, afterschool, and weekend tutorial program	10			75,000

Program Management and Administration

4 Project Director					
5 Project Coordinator					
6 Teacher Facilitator					
7 Teacher Supervisor					
8 Secretary/Administrative Assistant					
9 Data Entry Clerk					
10 Grant Accountant/Bookkeeper					
11 Evaluator/Evaluation Specialist					

Auxiliary

12 Counselor	Reduce counselor to student ratio; counsel students on career and college options; manage behavior support programs	1			150,000
13 Social Worker	To provide supportive services to students facing social barriers	1			105,000
14 Child Care Provider					
15 Community Liaison/Parent Coordinator					
16 Bus Driver					
17 Cafeteria Staff					
18 Librarian					
19 School Nurse					

Other Employee Positions

22 Title: Dropout Prevention Officer		1			120,000
23 Title: Dean of Instruction					150,000
24 Title: Teacher Incentive Pay: Tied to student performance and other performance measures.					\$216,000
25 Title:					
26	Subtotal Employee Costs			\$	\$1,359,000 1,362,000 <i>pu</i>

Substitute, Extra-Duty, Benefits

27 6112 Substitute Pay				\$	\$ <i>9/20/10</i>
28 6119 Professional Staff Extra-Duty Pay (Professional Development and Saturday School Activities) <i>pu</i>					\$12,000
29					
30 6140 Employee Benefits					\$122,580
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$	\$122,580

32	Grand Total Payroll Budget (line 26 + line 31)			\$	\$ 1,484,580
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			122,580
32	Grand Total Payroll Budget (line 26 + line 31)	\$	\$ 1,484,580

Run over from original -
 correct and placed on one page
 Keep page in application to keep
number sequence in order -

~~VOID~~

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

	Expense Item Description	Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)		
2	Specify purpose:	\$	\$
626	Rental or Lease of Buildings, Space in Buildings, or Land		
9	Specify purpose and provide calculation:		
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		
9	Specify purpose:		
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)		
9	Specify purpose:		

Subtotal

6200 – Professional and Contracted Services Cost Requiring Specific Approval

Professional and Consulting Services (6219/6239) Less than \$10,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Differentiated Instruction Training/Provide teachers and instructional staff with highly effective strategies to differentiate instruction to improve student achievement.	4500	0	4500
2.			0	
3.	Gang and drug awareness training/Provide teachers, staff, and parents with training to raise awareness on drug and gang-related issues affecting families, school, and the community.	4500	0	4500
4.	Response to intervention Training/Provide teachers and staff with a research-based, tiered-model for conducting academic interventions.	4500	0	4500
5.	Instructional Best Practices Training/Provide teachers, staff, and administrators with training on current, research-based instructional practices that improve student achievement.	4500	0	4500
6.	Eduphoria training/provide training on using student data management software to make informed instructional decisions	3000	0	3000
7.	Training on Aventa Credit Recovery Software/train and orient personnel on software	4000	0	4000
8.			0	
9.	Mentor Training/provide training to staff and community mentors	3,000	0	3,000
10.	Student Support Group Training/provide counselors and students with training on effective support group strategies	3,000	0	3,000

Subtotal

Professional and Consulting Services Less than \$10,000 \$ \$ 31,000

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

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

Educational Consultant/provide ongoing, comprehensive discipline management, classroom engagement, and best practice training for all teachers and instructional staff/Service will be provided through educational consulting.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	3	\$ 105,000	\$	\$ 105,000
Title: 45 days per year at \$700 - \$800 per day				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				

CD# 015-812

Other Operating Costs			
Capital Outlay (Subgrants Only)			
Indirect Cost (0%)			
Total Payment:	\$ 105,000	\$	\$ 105,000

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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):

Leadership Professional Development/Provide campus administration ongoing professional development to increase leadership-building capacity.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	3			
Title: \$9,500 per year to be used for coaching @ \$100/hr and leadership workshops/seminars.		\$ 28500	\$ 0	\$ 28500
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 28500	\$	\$ 28500

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

Promethean Activboard Best Practices Training

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: \$3,500 per year to be used for training @ \$700/day		\$ 10,500	\$ 0	\$ 10,500
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 10500	\$	\$ 10500

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

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

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:

\$ \$ \$

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	31,000		31,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	144,000		144,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:	175,000		175,000

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 106,400	
	#	Type	Purpose			Quantity
	1	Laptops	Support differentiation of instruction and technology interventions; provide students with home access to credit recovery software			100
	2	Laptop carts	Carts for laptops			10
	3	Laser Printers	Printers will support project-based learning activities in reading and math			3
	4	Laminating machine	Laminate instructional and motivational posters			1
	5	Headsets	Support differentiate instruction for students in special populations	100		
6399	Technology Software- Not Capitalized				10,000	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					106,400	
Remaining 6300- Supplies and Materials that do not require specific approval:					10,000	
Grand Total				\$	\$ 116,400	

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Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Attend conferences and workshops on topics related to drop out prevention, improved student achievement, best practices, and national staff development conference.	\$	\$ 40,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: Newsletters and brochures for parents.		6,000
Total 64XX- Operating Costs Requiring specific approval:			\$46,000
Remaining 6400 - Other Operating Costs that do not require specific approval:			0
Grand Total		\$	\$ 46,000

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

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SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	015-812 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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

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

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
Texas Title I Priority Schools Grant		

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>015-812</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>015-812</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

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SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>015-812</u> County-District No.
Texas Title I Priority Schools Grant		

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

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only: _____ Standard Form LLL



SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</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).

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SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	015-812 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 in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-812</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Internal Revenue Service

Date: November 16, 2004

Association For The Advancement of
Mexican Americans
6001 Gulf Fwy. Bldg. B-1
Houston, TX 77023-5423

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

Person to Contact:
Brenda Fox 31-07209
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
74-1696961

Dear Sir or Madam:

This is in response to your request of November 16, 2004, regarding your organization's tax-exempt status.

In February 1972 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

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

Sincerely,

Janna K. Skufca, Director, TE/GE
Customer Account Services

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	GEORGE I. SANCHEZ CHARTER HIGH SCHOOL-SAN ANTONIO LEA Name	015-817 County-District#
		GEORGE I. SANCHEZ CHARTER HIGH SCHOOL-SAN ANTONIO Campus Name	001 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.		741696961 9-Digit Vendor ID#	20 ESC Region
		NOGA ID# (Assigned by TEA)	08/27/10 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

Critical Success Factor	A	Improve Student Achievement in Reading/ELA through implementation of research-based instructional practices.
		Improve Student Achievement in Mathematics and Science through implementation of research-based instructional practices.



		Establish an early warning-system for at risk students with observable criteria.
	B	Align curriculum to TEKS and prepare lesson plans reflecting the implementation of differentiated instruction. Increase access to advanced coursework to prepare students for higher education or technical training.
	C	Utilize technology support interventions with students in need of assistance throughout the school year.
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Data disaggregation /Training analysis using data analysis for curriculum alignment as well as analysis of Eduphoria student data software management system.
	B	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.
	C	Utilize PLCs to promote on-going communication of data that addresses student performance based on 3 and 6 week assessments
3. Increase Leadership Effectiveness		
Milestones	A	Management Data disaggregation training on Eduphoria student data software management system Provide Differentiated Instruction training and ensure implementation in lesson planning by teachers. Provide teachers and staff with job-embedded professional development and coaching to build leadership capacity. Improve school climate through teambuilding and professional learning communities.
	B	Provide opportunities and time for principal candidates to complete principalship requirements which allows for professional growth and career advancement. Provide opportunities and time for Teacher Leaders to participate in TTIPS planning, conduct 3-minute walk-throughs, and sheppard PLCs to successfully implement school reform strategies and meet requirements of TTIPS grant.
	C	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.
4. Increase Learning Time		
Milestones	A	Computer-assisted credit recovery programs Provide Saturday and after school accelerated instruction to increase credit accrual.
	B	Align school calendar with the C-Scope calendar so that all TEKS instruction is provided in the time available.
	C	Increase learning time with staff collaborative planning and professional development to create professional learning communities.
5. Increase Parent / Community Involvement		
st	A	Increase opportunities for parents to participate as partners in the educational process through

		increased communication and technology to support tutorials, credit accrual, and parent learning resources.
	B	Provide gang and drug awareness training to students, parents, and community.
	C	Increase accessibility to community resources such as counselor, social workers, social community organizations and the development of a sense of school community.
6. Improve School Climate		
Milestones	A	Provide individual counseling for students. Utilize counselor-student support groups on campus
	B	Decrease discipline referrals through implementation of a positive character development program such as the Capturing Kids Hearts and Love & Logic model. Provide student mentoring program for highly at-risk students.
	C	Create and implement extra/co-curricular activities based on student interests and staff strengths.
7. Increase Teacher Quality		
Milestones	A	Increase teacher quality with ongoing job-embedded professional development.
	B	Provide staff with differentiated instruction training Provide staff with effective classroom management strategies training. Provide staff with Response to Intervention Training (RTI) Provide staff with training on best practices and professional learning communities.
	C	Create and utilize a sustainable financial incentive system.
Other Identified Needs (not listed above)		
	A	
	B	



Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	25%
Increase the Use of Quality Data to Drive Instruction	3%
Increase Leadership Effectiveness	3%
Increase Learning Time	35%
Increase Parent / Community Involvement	3%
Improve School Climate	6%
Increase Teacher Quality	25%
Other Remaining Costs	0%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	25%
Increase the Use of Quality Data to Drive Instruction	3%
Increase Leadership Effectiveness	3%
Increase Learning Time	35%
Increase Parent / Community Involvement	3%
Improve School Climate	6%
Increase Teacher Quality	25%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
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. Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana). Complete the appropriate model pages below.

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.**

New principal was hired November 30, 2009.

- 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;**

TTIPS educational team is creating a comprehensive evaluation system 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;**

According to the comprehensive evaluation system, school leaders, teachers, and other staff will be rewarded or dismissed according to performance.

- 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**

Professional development calendar has already been developed and is currently implementing job-embedded professional development aligned to the campus needs assessment. In addition, the lead team has attended TTIPS training on August 1-5.

- 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.**

Based on the comprehensive evaluation system, staff will have opportunities to receive 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.

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**

School teams will analyze data to effectively increase student achievement according to their individualized needs.

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.

At biweekly PLC meetings, participants will use a focused data analysis process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.

For core issues and concerns identified, the TTIPS team will then identify the end results/goals of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

The team will then determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance

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*

To address the need for additional learning time, the LEA will add an advisory period to the regular schedule, double blocked classes for areas of student need, weekend classes for students needing intensive tutorials in core academic subjects, and daily 35 minute after-school tutorials.

B. Provide ongoing mechanisms for family and community engagement.

To address ongoing family and community engagement, the LEA will begin by establishing a consistent schedule of family events such as report card pick up, open house, and presentation of student work. The LEA will use these meetings to announce broader offerings such as financial management workshops, how to buy a house, how to buy a car, healthy living, self-defense, etc. The community will be invited to these events through community bulletins.

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 LEA will be flexible with time provided to teacher leaders and principal candidates to accomplish their program requirements; the school calendar will be maximized focusing on instructional days; staff will be added to decrease class sizes in an effort to provide more personalized instruction; and acquisition procedures have been streamlined to ensure budget access.

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).

SIRC will provide technical assistance as needed to the LEA. PSP, Eva Duncan, is also our CAM for Stage 1 Year 2 school improvement.

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

Stipends will be awarded to retain staff with the skills necessary to meet the needs of the students .

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

The LEA will require instructional practices to be documented in lesson plans, instruction will be monitored, and the instructional practices will be discussed in PLC meetings where data will be collected.

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.

LEA is creating a contract to ensure mutual consent between teachers and the principal that will perform the skills necessary to meet the needs of the students.

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;

Teacher leaders will observe the staff using the viable aligned curriculum and demonstrates significant impact on student achievement.

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

The LEA will contract out for RtI professional development. Extended-learning time has been provided at the end of the regular school day.

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;

LEA will provide ongoing professional development to implement effective strategies to support students with disabilities and limited English proficient students.

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

LEA will implement Eduphoria, Aventa, and Promethean ActiveBoards as support for instructional program.

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;

Partner with the Gateway to College Program (early college program) at San Antonio College; partner with San Antonio College and St. Phillips College for dual enrollment and Achieve Texas program; and offer CTE programs of study strands.

ii. Improve student transition from middle to high school through summer transition programs or

freshman academies;

NA

- 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;**

GIS will increase graduation rates through an expanded credit-recovery program, smaller learning communities, and accelerated instruction

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

GIS is in the process of implementing an RTI system to establish an early-warning system to identify students who may be at risk of failing to achieve to high standards or graduate.

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;**

To address ongoing family and community engagement, the LEA will begin by establishing a consistent schedule of family events such as report card pick up, open house, and presentation of student work. The LEA will use these meetings to announce broader offerings such as financial management workshops, how to buy a house, how to buy a car, healthy living, self-defense, etc. The community will be invited to these events through community bulletins.

- 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;**

Tutorials and Saturday school have been added to increase learning time by at least 60 hours and after school enrichment activities will be planned with a goal of adding an additional 60 hours to meet requirements stated in the grant.

- 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 LEA will decrease discipline referrals through implementation of a positive character development program such as the Capturing Kids Hearts and Love & Logic model.

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

NA

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;**

NA

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

NA

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	<p>Improve Student Achievement in Reading/ELA through implementation of research-based instructional practices.</p> <p>Improve Student Achievement in Mathematics and Science through implementation of research-based instructional practices.</p> <p>Establish an early warning-system for at risk students with observable criteria.</p>	<p>10/10</p> <p>Ongoing - see schedule #4B</p>	06/11
	B	<p>Align curriculum to TEKS and prepare lesson plans reflecting the implementation of differentiated instruction.</p> <p>Increase access to advanced coursework to prepare students for higher education or technical training.</p>	<p>09/10</p> <p>01/11</p> <p>Ongoing - see schedule #4B</p>	<p>06/11</p> <p>06/11</p>
	C	Utilize technology support interventions with students in need of assistance throughout the school year.	<p>02/11</p> <p>Ongoing - see schedule #4B</p>	06/11
2	A	Data disaggregation /Training analysis using data analysis for curriculum alignment as well as analysis of Eduphoria student data software management system.	09/10	09/10
	B	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.	10/10	06/11
	C	Utilize PLCs to promote on-going communication of data that addresses student performance based on 3 and 6 week assessments	09/10	06/11
3	A	Management Data disaggregation training on Eduphoria student data software management system	09/10	09/10
		Provide Differentiated Instruction training and ensure implementation in lesson planning by teachers.	07/10	06/11
		Provide teachers and staff with job-embedded professional development and coaching to build leadership capacity.	07/10	07/13
		Improve school climate through teambuilding and professional learning communities.	07/10	07/13



		Provide opportunities and time for principal candidates to complete principalship requirements which allows for professional growth and career advancement.	09/10	06/13
	B	Provide opportunities and time for Teacher Leaders to participate in TTIPS planning, conduct 3-minute walk-throughs, and sheppard PLCs to successfully implement school reform strategies and meet requirements of TTIPS grant.	08/10	06/13
	C	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.	10/10	06/11
4		Computer-assisted credit recovery programs	08/10	06/13
	A	Provide Saturday and after school accelerated instruction to increase credit accrual.	01/11	06/11
	B	Align school calendar with the C-Scope calendar so that all TEKS instruction is provided in the time available.	08/10	08/10
	C	Increase learning time with staff collaborative planning and professional development to create professional learning communities.	09/10	06/11
5	A	Increase opportunities for parents to participate as partners in the educational process through increased communication and technology to support tutorials, credit accrual, and parent learning resources.	01/11	06/11
	B	Provide gang and drug awareness training to students, parents, and community.	05/11	06/12
	C	Increase accessibility to community resources such as counselor, social workers, social community organizations and the development of a sense of school community.	10/10	06/13
6	A	Provide individual counseling for students. Utilize counselor-student support groups on campus	10/10	06/11
	B	Decrease discipline referrals through implementation of a positive character development program such as the Capturing Kids Hearts and Love & Logic model.	07/10	06/13
		Provide student mentoring program for highly at-risk students.	03/11	06/11
	C	Create and implement extra/co-curricular activities based on student interests and staff strengths.	08/10	06/11
7	A	Increase teacher quality with ongoing job-embedded professional development.	08/10	06/13
	B	Provide staff with differentiated instruction training	07/10	06/13
		Provide staff with effective classroom management strategies training.	08/10	06/13
		Provide staff with Response to Intervention Training (RTI)		
	C	Create and utilize a sustainable financial incentive system.	09/10	09/13

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.

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