For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with S. Sentero by telephone/e-mail/FAX on 8/18/10 by KC of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	Brownsville ISD Organization Name James Pace High School Campus Name 746-000-~~814~~ 418 KC 9-Digit Vendor ID# 105520017110011 NOGA ID# (Assigned by TEA)	031-901 County-District# 003 Campus Number 1 ESC Region Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: ~~*08/01/2010*~~ *10/1/10* **Project Ending Date:** *06/30/2013*

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

Tier I ☐ **Tier II** ☐ **Tier III** ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Brett		Springston	Superintendent of Schools
Phone	**Fax**	**Email**	**Signature/Date Signed (blue ink preferred)**
956-698-0014	956-548-8019	bspringston@bisd.us	

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.

701-10-112-331

Copyright© Texas Education Agency. All rights reserved.

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**	031-901 County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #1—General Information

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

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

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

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

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
Brownsville ISD				
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
1900 East Price Road		Brownsville	TX	78520

U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-027	030917579	4XT71	4811680

Campus Name			County-District Campus Number	
James Pace High School			031-901-003	
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
314 W Los Ebanos		Brownsville	TX	78520

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title
Sylvia		Senteno	Principal

Telephone	Fax	Email
956-203-8747	956-548-7710	ssenteno@bisd.us

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
314 W. Los Ebanos		Brownsville	TX	78520

Secondary Contact

First Name	Initial	Last Name	Title
Melinda	M	Hardy	Teacher

Telephone	Fax	E-mail
505-400-3236	956-548-7710	mmhardy@bisd.us

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
314 W Los Ebanos		Brownsville	TX	78520

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

☐	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
☐	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code
☐	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)
☐	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs
☐	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials
☐	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ $5,000 approved on Schedule #5G—Capital Outlay for articles costing $5,000 or more.
☐	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than $5,000.
☐	8. Reduction of funds allotted for training costs
☐	9. Additional funds needed
☐	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval
☐	11. Other (Specify)

Part 4: Amendment Justification

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements. a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students.	Program Assurances

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	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.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 4: TEA Program Assurances

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 4: TEA Program Assurances

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

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Coppell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #4A—Program Abstract

Part 1: Grant Eligibility

☐ Tier I Eligible Campus ☐ Tier II Eligible Campus ☒ Tier III Eligible Campus

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

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

☐ Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

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

James Pace High School will implement the TEA Designed Tier III Transformation model. In alignment with grant statutory requirements, Pace's planned model will allocate grant resources in addressing specific needs to make significant gains in student achievement. This overview provides highlights of the school background information, key areas for growth per the Comprehensive Needs Assessment (CNA), and a summary of the proposed intervention model; more detailed information comes in later pages.

Background: Serving over 2,400 students in Brownsville, Texas, Pace High School sits at a crossroads both geographically and academically. Pace is an integral part of a rapidly growing border community, where overall 97% of its students are Hispanic, and more than one in ten students is an English Language Learner (ELL). Two-thirds of students are considered at-risk, and 97% of the student body is economically disadvantaged.

Although Pace is still below average in TAKS scores, commended rates, and college readiness indicators, the last three years have brought significant gains in student achievement. Under the direction of new campus leadership and current principal, Pace has been the most rapidly improving high school in the Brownsville Independent School District in terms of student achievement: students passing all state assessments and lowering the drop-out rate. Pace has met the requirements of AYP and achieved TEA Recognized status. These gains, along with campus support for interventions such as shared planning periods, curriculum alignment and use of formative assessments, indicate that the desire and motivation to transform do exist at Pace High School. These gains have been largely in part to the current administration, who is committed to continual improvement. For these and other improvements in faculty morale, student achievement, school culture and climate, technology and other areas, Pace has chosen to retain its principal.

Areas for Growth: Despite these improvements, Pace faces urgent and significant challenges in its mission to deliver a high quality education to every student, including addressing:

- Subpopulations: The performance gap between regular and special education students is more than 40%, and for ELLs it is nearly 65%. A summer 2010 district realignment will compound the problem by shifting the school's population, increasing the at-risk population by 10% points and the ELL population more than 50%. 9th grade was identified as a key year for influencing student achievement and success throughout high school, in agreement with researched findings.
- College readiness: Although 93% of all students express desire to attend college, Pace lags 40% behind state averages in key indicators such as SAT/ACT and AP testing. Only one in three graduates are college-ready in both English and math.
- School culture and expectations: 9 of 10 teachers view truancy as a major problem facing the school; 2/3 of students admit to regular skipping. Parents and students view campus culture and school reputation as areas in need of improvement.
- Parent and community involvement: Only 42% of parents agreed school communication with parents/guardians was sufficient, and 2/3 of all teachers reported they rarely call home. Less than 1% of parents/guardians regularly participate in campus activities; the CNA indicated 18% of parents are interested in doing so, suggesting communication mechanisms are insufficient.

Highlights from the Transformation Model: Pace has prepared to implement the Transformational model through ongoing planning with relevant stakeholders—students, teachers and staff, parents, administrators, and community members— as well as researching best practices and personally corresponding with experts at the National High School Council, the National Center for the Improvement of Educational Assessment, and the Department of Education's Center on Innovation and Improvement. Planned interventions include:

- Improvements in Teacher and Administrator Quality through job-embedded professional development to address the needs of subpopulations and increase academic rigor for all. Enhanced teacher and administrator appraisal and incentives will improve quality, recruitment & retention, with multiple evaluation tools including student achievement (see item 3 and 4 pg 32).
- Data-driven Decision-Making by teachers to inform instruction and differentiate to meet individual student needs. A campus-wide integrated data system will facilitate communication at all levels and provide an early-warning system to support interventions.
- Campus-wide Response to Intervention addressing subpopulations, college and career readiness, and school culture through a modified school schedule, diversified curriculum, mentors, smaller learning communities, tutoring, and student monitoring.

Copyright© Texas Education Agency. All rights reserved.

8/30/10

031-901 KC

- Parent and Community outreach program to significantly improve the level and frequency of parental involvement on campus, beginning with parents of the most at-risk populations; community services to support students in need of assistance. 8/31/K

The following pages detail the Transformation Model Pace is eager to implement in order to significantly improve student achievement.

Copyright© Texas Education Agency. All rights reserved.

Cont. from 16.
KC 8/31/11

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Cogdell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

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											857	537	613	475	2482
Open-Enrollment Charter School															0
Total Students:	5	5	1	2	3	4	5	6	7	8	857	537	613	475	2482

(Above numbers are approximate due to 2010 district realignment.) **Total Instructional Staff**	184
Total Support Staff	40

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

1	**Demographics:** *Reviewed*—Enrollment Figures from StudentPlus (District's student information system); Gradespeed (District Gradebook); Aeis Reports; Future Student Transfer Document provided by District (to calculate estimated student body changes after 2010 school boundary realignment); Feeder Junior High School Data; Dropout coordinator logs; Pregnancy and at-risk tracking records; past demographics; statistical analyses of these data including multiple regressions, t-tests, ANOVA, descriptive statistics.
2	**Student Achievement:** *Reviewed*—Aeisit Reports (TAKS State Assessment Data); Gradespeed (GPAs and teacher-input data); TELPAS Results; Aeis Reports; AYP and State Data tables; Completion, GED, Dropout rates; college readiness indicator data (AP, SAT, ACT, Dual Enrollment); statistical analyses of these data including linear regressions, multiple regressions, t-tests, ANOVA tests, descriptive statistical tools.
3	**School Culture and Climate:** *Reviewed*—Results from Spring 2010 surveys of *all students, teachers, and parents*; Student Focus Groups, comprising representative sample of all student populations; Parent Focus Group; Teacher Focus Groups; Teacher Interviews; Online Feedback mechanisms; School Walkthrough Information; In-School Suspension records; court appearance data; statistical analyses of these data, combined with Student Achievement and Demographic sources, including linear regressions, norm-referenced tests, multiple regressions, t-tests, ANOVA tests, descriptive statistical tools, etc.
4	**Staff Quality, Recruitment, and Retention:** *Reviewed*—Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student Ratios; Completion, GED, Dropout rates; Professional Development Reports; STaR Chart; Staff Demographics Data.
5	**Curriculum, Instruction, Assessment:** *Reviewed*—Curriculum; campus scope and sequence development; testing coordinator database; Student Survey; District Benchmark Data; Lesson Plan Collections; Teacher surveys; School and program schedules.
6	**Family and Community Involvement:** *Reviewed*—Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for city population and school; Family Language Data; Local Higher Institution Interviews and Contact.
7	**School Context and Organization:** *Reviewed*—School Geographical Data; Master Schedule; Mentor Teacher Information; Administrative Interviews; Meetings with various levels of School leadership; review of counseling center, counselor interviews.
8	**Technology:** *Reviewed*—STaR Chart, Professional Development Records; Technology Audits; Technology Plan; technology server, infrastructure, hardware assessment; technology specialist interviews and meetings.
9	**Other Sources "to be Reviewed" as soon as possible:** In-depth analysis of Special Programs data, college readiness indicator data (AP, SAT, ACT, Dual Enrollment, etc), credit-recovery programs, enhanced teacher appraisal system data, more rigorous teacher-student correlations from online gradebooks, curriculum alignment processes, differentiated strategies processes, school feedback mechanisms, progress monitoring of Transformation plan, response-to-intervention plan information, longitudinal cohort data, counseling center metrics and logs, and all other data specified by grant performance measures. In addition, all data sources previously mentioned will be continuously updated and repeated for robustness, future progress, greater disaggregation, and longitudinal analysis, along with specific metrics through the use of the proposed integrated data system.

Copyright© Texas Education Agency. All rights reserved.

K 8/30/10

on this page have been confirmed with W. Harvey by telephone/e-mail/FAX on 8/30/10 by K. Cogdill of TEA.	Standard Application System (SAS) School Years 2010-2013	County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

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

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

The April 2010 Comprehensive Needs Assessment (CNA) used all avenues of data analysis to inform development of Pace High School's Transformation Model (see pg. 17, 19); it was part of an ongoing process to create a sustainable, integrated input system to provide constant–monitoring that perpetuates and enhances the work already begun. Pace executed the CNA in alignment with the eight areas of the *No Child Left Behind CNA Toolkit*, and then integrated the data to perform both qualitative and quantitative analysis, the latter performed with statistical analysis software. The CNA was conducted with input from all stakeholders; the following points illustrate the process and findings of the CNA.

Demographics: The demographics component for Pace High proved to be extremely important to the campus transformation plan: a new high school will be opening in 2010 and causing a subsequent realignment in campus boundaries. Besides collecting and analyzing information for current Pace students, data was collected to address the boundary realignment to projected subpopulations changes, which indicated, among other important points, a 10% point increase in At-Risk population (growing to 77% total), and an increase of nearly 50% in LEP populations, from 11% to nearly 17% of all students. The other demographic data mentioned on page 17 was collected, and then synthesized to look for trends in student achievement, culture, and family/community by performing a number of statistical analyses. The data collected in preparation for the realignment happening within the district was based on available from the district regarding the shifting populations. Estimations were calculated for demographic data, which in turn was compiled into the data collection found for the other areas of the NCLB CNA found below. **Student Achievement**: Pace collected the data mentioned on page 17, and combined the demographics data with the students' standardized test data. Significant findings of statistical regressions include that on average, at-risk students scored 120 points lower and LEP students 115 lower on TAKS exams than regular students. The effects of college readiness indicators, drop-out rates, and graduation and completion rates were also considered; GPA was broken down by grade level to reveal the importance of supporting 9th grade students.

School Culture and Climate: This data was collected from surveys, focus groups, and interviews with students, teachers, and administration. It was first analyzed in aggregate, revealing general school perceptions, and then merged and analyzed with the demographics and student achievement data, painting of a more accurate picture influences on students' education. Data analysis found that, endemically, students perceived truancy as acceptable. Multiple regression on combined data revealed that, on average, each time a student is absent, the academic scaled TAKS score drops 0.265 points, yielding an estimated 35 point drop for the school TAKS score average, even after accounting for demographic and achievement data. Student and teacher focus groups and interviews demonstrated that neither party felt the discipline structures in place are effective. In-school suspension needed more support to be effective and a general culture of acceptance of truancy was prevalent, pinpointing the need for a cultural change for the campus.

Staff Quality, Recruitment, and Retention: The teacher survey and demographics data also gave a snapshot into the current staff: Pace has the most veteran staff of the district, with two years more experience than the state average. This average will go up, as the new high school opens: Pace was mandated to allow the new high school to choose 15 younger teachers, thus losing some of the newest recruits. As the teacher survey indicated, even the most tenured teachers expressed the desire for training: over 98% of teachers requested various professional development opportunities, in subjects ranging from differentiation to technology and data use to cooperative learning and GT/AP training. Combined teacher and culture data showed that teachers across all contents and tenures feel that Pace needs a change in culture, to raise expectations for students and teachers, emphasizing accountability on the part of both.

Curriculum, Instruction and Assessment: After personally consulting with national education leaders (see page 19 #7), Pace realized that a great opportunity for growth would be through the implementation of a campus-wide response to intervention with accompanying positive behavior supports. Administrative and teacher interviews regarding at-risk students revealed a need for character intervention, as well as academic intervention. An analysis of curriculum highlights the need for more rigorous vertical and horizontal alignment. Teacher surveys indicated that 71% of teachers felt that meeting daily with content groups was helpful.

Family and Community Involvement: Surveys given to all parents indicated that 1 in 6 parents are interested in volunteering at the school, but the school had no clear mechanism to seek their help, creating a discrepancy between parents who want to volunteer and those who actually do so. Parents in the focus group specifically asked for a parent center, which was bolstered by outside research on parent centers through TEA's Best Practice Clearinghouse website. Many parents felt like the reputation of the school was in question, and that they worried about their children's safety at school. Student interviews and teacher surveys revealed a nearby park as the source of much negative behavior. Parent and community member discussions revealed a greater desire for student and teacher accountability.

School Context and Organization: After integrating student achievement, demographics and climate, multiple regressions revealed that, on average the students who participate in non-sport extracurricular activities score 35 points higher on TAKS. It is also statistically significant that the freshmen participate in less non-sport extracurricular activities than upperclassmen, and, according to GPA aggregates, freshmen have much lower performance in the classroom. Encouraging freshmen to participate in extra-curricular clubs and activities may help students, however, at Pace, a review of the master schedule suggested that most of these clubs and activities meet during the upperclassmen lunch, leaving freshmen out.

Technology: Teacher surveys and STaR charts reveal great desire for teacher technology competence. Pace has invested substantially to make computer learning available, both at home and at school, but a technology audit revealed insufficient laptops for teacher demand.

Future: For each CNA area, plans have been made to repeat the data collection process. By implementing the Transformation Model, Pace hopes to implement a more effective data collection system and use the ongoing CNA data to drive the interventions to meet students' needs.

Copyright© Texas Education Agency. All rights reserved.

K 8/30/10

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

1	**Students**. Various avenues include: entire student body survey, student focus groups, and student interviews. Entire student body was represented in each of the contribution methods: care was taken to include all subpopulations including, but not limited to special education, probation, repeaters, GT, extracurricular, ELL, economically disadvantaged, At-Risk, students in extra-curriculars, etc.
2	**Teachers**. Various avenues include: entire teacher body survey with all contents and grade levels represented, teacher meetings at various levels of school leadership, teacher interviews, teacher input sessions/groups. Teacher collaborators were directly involved in all aspects of the CNA process and with all other contributors.
3	**Administrators**. Participation in all levels of CNA process by all campus administrators: interviews, meetings, sessions, surveys, etc.
4	**Parents**. Various avenues include: survey of parents/guardians of all students, parent focus groups, parent response through parent liaison.
5	**Staff**. Campus dropout specialist, technology staff specialists, administrative staff, community liaison, campus data and records representatives, and campus counseling center interviews and participation in meetings at various levels of leadership.
6	**Community Members**. Discussions and consultations with professors at University of Texas-Brownsville, in consultation to ensure that student surveys, teacher surveys, parent surveys, student focus groups and parent focus groups are done in professional and academically sound manner, also in consultation with the analysis of the data from surveys and focus groups. This also involved discussions on coordinating educational goals for smoother transition into postsecondary education. Other community members include interviews with teachers and administration at local charter schools with similar demographics.
7	**National Educational Leadership.** Personal correspondence and consultation through phone calls and emails with various national education leaders at institutions such as the *National Center for the Improvement of Educational Assessment*, *Center on Innovation and Improvement* in the *Academic Development Institute*, and the *National High School Center* at the *American Institutes for Research.*
8	**District Administration**. Coordination and consultation with district administration, particularly the district shepherd, in evaluation of campus needs, various meetings, discussions, phone calls, and correspondence.
9	**State Educational Representatives.** Consultation with TEA, TEA Best Practices Clearinghouse, and with schools within Texas, such as Socorro ISD, for direction regarding successful needs assessments.
10	**Outside Research.** Outside journals, papers, books, programs, websites, etc., were consulted in determining the context and interpretation of campus needs.

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management

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

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

Brownsville Independent School District (BISD) has the necessary organization, support services and resources needed to successfully and completely implement the school intervention model for all eligible schools in the district.

Overview: BISD is home to over 48,000 students and close to 7000 employees, of necessity has an infrastructure designed to support its 36 elementary campuses, 10 middle schools, 5 high schools, and 4 alternative/school of choice campuses. It simultaneously boasts a below-state average of administrative costs (BISD: 6.93%. State: 11.05%. 2006 FIRST data), and highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, and health services. In addition to the departments necessary to the functioning of a Texas ISD, BISD maintains the following departments which exist mainly to support campuses and students: Federal Programs, State Comp., Migrant Education, Advanced Academics, Assessment/Evaluation/Research, Bilingual Education, Career & Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance & Counseling, Homeless Youth, RtI, Instructional Technology, Parental Involvement, Police & Security Services, and Wellness.

Organization: The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, 2 middle school feed into each of those, and 7-11 elementary schools feed into the 10 middle schools. Each cluster is served directly by an Area Assistant Superintendent, and each cluster is identified by its High School's name (Hanna, Lopez, Pace, Porter, and Rivera cluster schools). Additionally, the Curriculum and Instruction Department has individual curriculum specialists in ELA, Math, and Science to serve each of the clusters. The Bilingual Education, Advanced Academics, Special Services, and Human Resources departments also have personnel (lead teachers or specialists) each individually assigned to a cluster. Thus the District is organized in a manner that facilitates the provision of adequate resources and related services to support the campus in its reform efforts.

Support Services: The infrastructure is designed to help the campus fully and effectively implement the required activities of the school intervention model selected, Tier 3 Modified Transformation. Curriculum and instruction ELA, Math, Science, and Social Studies specialists are experts in their fields. Additionally they attend all state trainings and in many cases, are trainers of trainers in the TEKS, revised TEKS, curriculum alignment and instruction model. They are knowledgeable of all the intricacies of the TAKS, are keeping abreast with all end-of-course information and legislation, are highly competent in the disaggregation of assessment data, and are conscientious of the needs of the diverse student population served by BISD. These curriculum specialists, as well as the lead teachers in Bilingual Education and Advanced Academics are required to be on the campuses they serve Monday through Thursday of each week, where they design their services in collaboration with the Cluster Area Assistant Superintendent and the campus leadership team, principal and dean of instruction/instructional facilitator. The Curriculum Specialists model lessons, perform walk-throughs, meet with teachers for collaborative planning and/or as per individual need, and assist in the disaggregation of data and train.

Resources: Additionally, the District has approximately 5-6 locations for TETN video conferencing (via polycom). This has greatly enhanced BISD's capacity to stay up-to-date and participate in state and regional service centers trainings and conferences without having to travel long distances. It also enhances the capacity to have more individuals receive first-hand information. Of significance also, is the role that the At-Risk and Federal Programs departments play in supporting schools. These departments' expertise in meeting federal and state guidelines is shared both horizontally and vertically with the schools and the other BISD departments serving the schools. The BISD high schools have made significant gains in reducing drop-out rates mainly because of the support systems that these programs have initiated. Each high school campus currently has its own drop-out prevention specialist and an at-risk counselor. These individuals are trained by and meet with district administrators on a regular basis, and thus campuses have empowered staff members focusing on these critical components of successful school reform.

BISD's greatest resource is its high level of commitment on the part of each and every staff member and its deep-rooted sense of community.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The Brownsville Independent School District and Pace High School consulted with all relevant stakeholders regarding this application and the proposed implementation of the Tier III Modified Transformation. Sustained support and buy-in at multiple levels were the result of the ongoing collaboration. District-level initiatives included:

- The BISD Board of Trustees was presented with the parameters of the grant, the qualifying criteria, and the Tier 3 modified transformation model at the regular Board meeting of April 20th, 2010. BISD Board meetings are all televised live via the BISD KBSD television station, Cable 17. Additionally, Board meeting reruns are aired every Saturday, Sunday, and Monday evening at 7:00 pm, meaning that all community viewers with cable viewing access have been exposed to the information.
- On Monday, April 19th, the grant eligibility, parameters, and model were discussed with the District Educational Improvement Council. This body is comprised of teachers, administrators, campus support staff representatives and community/business members as per policy requirements.
- On Thursday, April 22nd, Thursday, May 6th, and Thursday, May 12th, the Superintendent of Schools presented all grant components to parents, community members, and business representatives at his "Coffee With The Superintendent" events. Since BISD schools are divided into cluster groups (as per campus zones) with one high school in each cluster, its 2 feeder middle schools, and the 7-11 elementary schools feeding into each of those middle schools, the entire Brownsville community has had the opportunity to provide input and learn and understand the magnitude of this grant opportunity. The April 22nd community event included all schools within the north and northeast sections of town. The May 6th event included all schools in the south and southeast segments of Brownsville. The May 12th morning coffee covered schools in the west section of the school district's borders. These Superintendent's Coffee events are conducted in both English and Spanish in accordance with the needs of the District's clientele.

Based on these ongoing discussions, unanimous support from all district-level stakeholders was obtained; all stakeholders concur that the Pace HS grant be submitted as Tier 3 Modified Transformation.

At the campus level, collaboration and communication have been ongoing with all relevant stakeholders, including teachers and staff, students, parents and community members:

- Teachers and staff were all consulted during the Comprehensive Needs Assessment through an April 2010 online survey addressing school achievement, leadership, culture, and programs. Teachers provided input on areas of strength, noted improvement, and suggested changes to be made. This input was thoroughly incorporated throughout the planning stage of the school intervention model. Moreover, ongoing meetings were held with department chairs to discuss proposed changes for the school. Department chairs communicated potential changes to all teachers, who held discussions and submitted questions and additional suggestions. This feedback was also continuously used to improve the school intervention plan. Open meetings for all teachers were also held, in which every teacher had the opportunity to comment and make suggestions. In this way, the school has provided continuous communication between staff and leadership, improving the intervention plan and gaining overwhelming teacher support for the proposed intervention model. Coaches, band directors, and other extra- and co-curricular leaders also provided input and feedback throughout the process. Counselors and other support staff were also included in the CNA and development of the intervention model.
- Students have also contributed to the discussion of needed changes for the school. In April 2010 all students received a comprehensive survey addressing student achievement, classroom culture and opportunities, school climate, and perceived strengths and weaknesses of the school. Select students desiring to give additional input were identified and interviewed. Focus groups were also conducted in April 2010 with groups of students representing all the school's demographic and achievement groups, to gain more input and suggestions from students. This feedback was continually referenced and utilized throughout the planning stages of the intervention.
- Parents and community members were also all comprehensively surveyed in April 2010 regarding school achievement, responsiveness to student needs, safety, and other issues. Parents were also selected to participate in a focus group to obtain more in-depth insight regarding parent wishes and input throughout the development of the school intervention plan. Representatives from the local university and local charter schools were also consulted.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Cogdell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

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

Part 2: Project Management Cont.

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

BISD will modify practices and/or policies as needed to ensure full and effective implementation of the Tier 3 Modified Transformation Model accordingly. Cluster Area Assistant Superintendents (district shepherds) will work in collaboration with their campuses and the appropriate BISD Main Office departments to provide the needed research and support behind a request for a practice/policy change.

The Board of Trustees is supportive of research-based initiatives that significantly improve services to students and enhance their on-grade-level academics, their graduation rates, and their preparedness for college/work force readiness. Simultaneously, BISD provides a significant level of empowerment to campuses in deciding the daily operations of their sites and in the implementation of success-driven research-based initiatives, including:

- Schedules: Campuses set their own extended day/extended week and zero-period schedules as to dates and time based on student needs.
- Funding Priorities: They have flexibility in the budgetary process and make decisions regarding placement of state, local, and federal monies in instructional categories which will impact their areas of need as indicated by their annual comprehensive needs assessment priorities setting process. Thus, some campuses may devote more budgeted funds to extended day and/or week services to students while others may elect to use significant chunks of funds for professional development/training in subject-specific pedagogy, differentiated instruction, or a deeper understanding of the community served by the school. Funds are available for ongoing, high-quality, job-embedded professional development, for staff collaborative planning time, for flexible time for teachers to work at disaggregation of data, and for home visits to families of students in need, etc. Campuses make the decisions as to where the budget allocations for the site are to be placed. Additionally, they have the flexibility to make budget changes/amendments as needed throughout the year in the event that changes are needed due to course corrections discovered via the monitoring of the campus improvement plan, etc.
- Hiring: BISD principals recommend staff for promotion, extended day/week services (with compensation/$35/hr.), non-renewal, and hiring. The campus leadership team engages teacher committees when searching out candidates for hire and BISD also uses campus teacher committees' input in searching for a new campus principal.
- Curriculum: Campuses have flexibility and are highly encouraged to supplement that district curriculum initiatives with lessons, activities, and materials designed to meet all students needs, especially the LEP and special education students.
- Data-driven Instruction: Campuses set their own benchmark testing schedules and are provided some flexibility in implementing the district benchmark schedule also. Each campus decision regarding benchmark testing must be made in light of how the data will drive instruction and whether or not the testing results in significant interventions which students respond to positively and which have immediate impact on success.
- Other areas of operational flexibility: Grant campuses will also have flexibility in implementing any SIRC initiatives instead of the district ones.

Based on these directives and ongoing collaboration with the district shepherd, principal, teachers and other stakeholders previously mentioned, Pace High School will make modifications to its practices and policies to ensure the effective implementation of the transformation model, including but not limited to the following:

- Schedule: Implement a modified schedule with two days of blocked scheduling each week to accommodate differentiated lessons, acceleration and remediation, formative, benchmark and summative assessments, and the PACE enrichment period; consolidating lunch to one period to decrease truancy, increase participation in extra and co curricular activity meetings; extending the school year with the orientation jumpstart week at the end of the summer.
- Funding Priorities: As part of the Response to Intervention, create summer academies for ELL and SPED and other at risk students, as well as targeted after school tutorials for acceleration; aligning funding with campus-identified professional development needs; offer enhanced programs for credit recovery, remediation, and acceleration; integrated technology use, include campus-wide software initiatives.
- Hiring: Use new hiring requirements, including enhanced teacher appraisal; apply teacher appraisal requirements to all teachers.
- Curriculum: Maintain coordinated conference periods for meeting and alignment among subject area teachers; implementation of a campus-wide writing initiative; offering additional credit to all students for the newly added PACE period and developing its curriculum aligned with CNA directives.
- Data-driven Instruction: Implementation of formative, interim, and summative assessments in all classes; utilize the integrated data system across the entire school.
- Other areas of operational flexibility: Pace intends to modify lunch schedules to be one lunch period, and close campus, at least partially, to address the needs to decrease truancy and increase student safety and increase participation in extra- and co-curriculars. Pace reserves the right to be flexible in the implementation of lunchtime policy to most effectively address needs of school climate and student performance. At Pace, many enrichment activities take place at lunch. Going to one lunch allow students to participate more in extracurricular activities, which is a goal of this transformation. There will also be an evolving campus wide implementation of rules, expectations, and rewards through the Response to Intervention and Positive Behavior Intervention Supports.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The Brownsville Independent School District has a long and successful history of aligning all resources, federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. In the past this has been done by:

- Recognizing gaps and needed areas to support.
- Forming a task force to create recommendations for actions and funding options.
- Pooling resources to make sure task-force recommendations are addressed and operational.

BISD and Pace High School will exhibit the same level of commitment and support to campus transformation activities by aligning existing resources including:

- Utilizing Title 1 and Title 3 funding for supplies, professional development, tutorial, and other allowable expenditures related to the transformation model.
- Leveraging the efforts and resources of district departments to make full-use of their expertise, such as the Migrant department, Parent Outreach department, RtI department, Bilingual department, Technology department, and District at-risk coordinator.
- District curriculum specialists consulting with campus curriculum teams to improve curriculum alignment.
- Tying the efforts of existing campus and district employees, such as the Parent Outreach Liaison, at risk counselors (funded by state comp.), PEIMS supervisor (local funds), attendance liaison (Title I funds), and drop-out specialist to transformation initiatives and goals.
- Aligning Special Education initiatives, including training, supervisors, observations, presentations, and campus coordination days with the activities of the transformation model.
- Including Bilingual/ESL department resources, such as software, computers, libraries and materials to support the intervention.
- Using existing campus resources, such as instructional software and technology, to support transformation interventions.
- Improving the use of existing campus daily planning time for subject-area teams to make curriculum alignment and data-driven decisions more effective and widespread.
- Expanding current relationships with local community partners, such as businesses and the Juvenile Justice Department, to increase access to services for students.
- Enhancing relationships with local colleges and universities, such as UT Brownsville, to increase support for duel-enrollment, transition to college programs, and other joint initiatives and planning.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

The project manager (PM) is an existing full time campus employee who will receive extra-duty compensation for overseeing the management of the transformation initiative. This individual's qualifications include:

- **Data Analysis Skills**: The selected PM has very strong quantitative math, data analysis, and statistical analysis skills, as evidenced by the following: graduated magna cum laude with a degree in electrical engineering; received a minor in mathematics with graduate level statistics coursework; produced graduate level research in social sciences, linguistics, using statistical methods and data analysis; experience doing in-depth research on a large variety of topics, including but not limited to education, finance, psychology, linguistics, engineering, and social issues. These abilities will serve the PM in responsibilities for coordinating the school's efforts toward a sustained system of data analysis, for acting as a data coach and trainer for various levels of leadership, and for performing on-going analyses using all possible data sources to ensure the grant objectives are being met and appropriate interventions are taking place.
- **People Skills**: The PM is able to communicate effectively, resolve concerns, and displays powerful "soft skills" in dealing with difficult social situations, as evidenced by the following: worked as a volunteer arbitrator for conflict resolution center; and received the highest distinction possible at the international collegiate competition on diplomacy. The PM will be responsible in acting as a communication hub and first point-of-contact for concerns over the implementation of the transformation model, serve as a trainer for transformation-related skills, and must be capable of contributing to effective meetings that will take place to coordinate campus and district efforts on a near-daily basis.
- **Management Skills**: The PM has substantive and successful previous program management experience, as evidenced by the following: for five years, managed, trained, recruited for, and maintained quality control for the largest and most effect English-Guaraní interpretation and translation team in the United States; served as leader of a successful engineering team, winning 40% of competitions entered with a team 25% smaller than competitors.
- **Research, Reporting, and Presenting Skills:** The PM is able to synthesize information and present it in accessible reports, memos, meetings, and public presentations as evidenced by the following: Conducted and presented research on government budget trends, technological contracts, and project funding-forecasting to senior management and partnerships specialists within Sandia National Laboratories; Authored report and prepared management presentation on Sandia's Strategic Partnership Programs for the Department of Energy, subsequently earning SPOT Award for performance excellence; Worked closely with senior management to orchestrate and develop the exhibit for the Department of Energy at the *World Congress on Computational Mechanics*, and attended as principal exhibitor; Prepared management presentations with research for internal strategic reorganization, partnership and collaboration evaluation, technological innovation and development, and other topics; acted as guest lecturer for university translation and interpretation club; and above research, along with other projects.
- **Financial and Budgetary Skills**: The PM has experience with budgets and finances as evidenced by the following: Worked as a financial analyst for Beneficial Financial Group during the economic downturn, producing analyses and recommendations on purchases; Graduated with business minor, along with a mathematics minor, with an undergraduate degree; and Worked in licensing and budgeting with various engineering projects, most importantly at Sandia National Laboratories.
- **Community Outreach Skills**: The PM has experience working with community and understanding the various needs found therein, to act as a liaison between the Transformation and parents and community, as evidenced by the following: Speaks English and Spanish fluently, an essential skill as the CNA reported that 70% of parents self-identified as Spanish speakers or bilingual; Instructor of community business classes taught in Spanish preparing for entrepreneurial microcredit loans for a non-governmental organization; and performed Spanish community outreach and marketing for microcredit program.
- **Educational Leadership**: PM has exceptional educational leadership skills as evidenced by the following: has proven successful as an instructional leader, consistently uses data to drive classroom instruction, with students from non-AP classes consistently performing above school, district and state averages on standardized tests and benchmarks; uses high quality tools, data trackers, and formative and summative assessments in the classroom, to reflect student growth through data, and has used that data to drive instruction; demonstrated planning ahead, ensuring technical needs are met, and skilled in coordinating with third parties to collaborate; and will be pursuing a Master's Degree in Education concurrently with the grant.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

BISD will structure the office of the Area Assistant Superintendent of Cluster Schools to support the campus school improvement efforts. Currently, BISD has 5 high schools, 2 middle school feed into each of those, and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by an Area Assistant Superintendent. This Cluster Area Assistant Superintendent will be the grant's shepherd—the district-level individual who will ensure that the campus has the support and assistance needed to build capacity and ensure that grant funds are used to implement, fully and effectively, the required activities of the Tier III Modified Transformation reform model.

The Cluster Area Assistant Superintendent reports directly to the Superintendent of Schools, thus facilitating communication regarding program needs and removing any barriers that layers in an organizational chart often imply. Other benefits to this organization structure include:

- The Cluster Area Assistant Superintendent has first-hand access to Federal Programs, State Comp., Curriculum & Instruction, and other program administrators which will greatly enhance the individual's ability to provide adequate resources and related support to the campus.
- Furthermore, this individual participates in all BISD Board of Trustees meetings and has the right/first-hand access, under the approval of the Superintendent, to submit recommendations to the Board of Trustees. This will greatly facilitate any policy or procedural changes and/or budget changes incumbent on the grant's full implementation of a rigorous high-powered reform model.
- This individual has a first-hand working knowledge of the Brownsville community, serves, at the will of the Superintendent, on a variety of district and local committees, and relates to all levels of stakeholders, students, parents, teachers, support staff, business and community members, on nearly a daily basis.

The Cluster Area Assistant Superintendent will be the individual who 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. This person will also shepherd the campus in its analysis of its needs, ensure that its comprehensive needs assessment process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components of Pace High School.

The District Shepherd will be the go-to person at the District level for support, encouragement, resources, redirection, and inspiration for deep-seated reform. The Cluster Area Assistant Superintendent will work very closely with the campus principal and the instructional leadership team to develop and increase teacher and school leader effectiveness. The District Shepherd will help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. This individual will be an expert in collaboration, instructional management, use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and focused school reform. This individual will possess successful campus instructional leadership experience as well as a heart firmly planted in the Brownsville community and its most valuable resource, its children.

In summary, the District Shepherd is invested. The individual views this role as an integral part of the job responsibilities, feels responsible for the transformation process, has a direct line of contact with the Superintendent, has authority to influence central office departmental procedures, has experience as a building principal, views him/herself as a positive change agent, and possesses effective communication skills. Roles and responsibilities include: 1) ensuring that the campus is provided operational flexibility, 2) providing for the effective implementation of all components of the transformation process, 3) monitoring the progress of 90-day action plans, 4) regularly communicating with and scheduling meetings with the transformation campus, 5) removing LEA barriers that may hinder the transformation process, 6) providing support and feedback to the principal and teacher leaders when needed or requested, 7) taking an active role in problem-solving with the principal and teacher leaders, 8) attending campus leadership meetings, 9) assisting in recruitment of qualified staff, and 10) assisting in increasing parent & community involvement and positive school culture.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. To do so, it will align district funding and initiatives to support the campus initiatives.

With regards to funding, BISD notes that:

- With nearly $28,000,000 in Title I Regular funding and $45,000,000 in State Compensatory funds being generated yearly, the district has a strong foundation for supporting campuses and their initiatives.
- Additionally, BISD's current tax collection rate is 98% and average ADA stands at 96.1%, indicating financial stability.
- Although the district, like all of those across Texas, uses a variety of funding sources to support District initiatives, most of the District's categorical funds are distributed to campuses which generate the funds on a per pupil allocation. Therefore, campuses have local, state, and categorical *funds, which they control* and appropriate to their needs as prioritized by the annual Comprehensive Needs Assessment (CNA) process.
- Campuses will have the funds and/or the District will appropriate funds to ensure that, at the end of the grant period, initiatives, activities, and strategies which have proven successful in increasing on-grade-level assessment results, increasing graduation rates, and decreasing graduation rates will continue to be funded.

Many district initiatives already exist which provide funds to increase course offerings, lower class sizes, and significantly impact many of the Critical Success Factors (CSF) fundamental to this grant initiative. These efforts will continue after the grant period because BISD bases its initiatives and decisions on research-based scientifically relevant data. For example: **1)** BISD aggressively improves academic performance through the use of data driven instruction as is evidenced by its 2009 BROAD award. Curriculum alignment, both vertical and horizontal, is systematized through the use of the Texas Regional Collaborative CScope curriculum. BISD was one of the first to implement CScope in math, science, ELA, and social studies. Currently campuses use an on-going monitoring instrument known as EDUPHORIA which is used by campus instructional leadership teams in their visits to classrooms, conversations with teachers about improvement, and which is also tied in directly to the District's Teacher Appraisal Instrument. CScope based walk-through forms are an integral component of the software which enables instructional leaders to input data about classroom walk-throughs and visits into the system immediately and also allows the observed teacher the opportunity to provide immediate feedback, respond to questions, and request further assistance and/or clarification. **2)** A long tradition of rigorous professional development initiatives contributes significantly to increasing teacher quality. Classroom teachers have a multitude of opportunities for professional development annually but it is always the campus and individual teacher decision to select growth opportunities which meet the priorities of the CNA. Most recently, BISD has become the recipient of the Math Instructional Coaches grant whose main component is on-going job embedded professional development. All state issued TEKS revision professional developments are turned around at the District level and provided to all content specific teachers, Pre-K-12. **3)** Additionally, instructional leadership teams are constantly involved in on-going job embedded professional development and increased learning of resources/data utilization strategies. **4)** BISD uses quality data to drive instruction, which is evidenced in its use of benchmark testing, the Texas Math and Science Diagnostic System database, and WebCATT software. Teachers are fast becoming experts is looking at the data collected through these and a variety of other instruments (TPRI, Tejas LEE, CCPALLS, etc), and grouping/regrouping for Tier 2 or Tier 3 instruction based on the data available to them. Software and hardware on each campus and at the District level facilitate immediate access to results so that those results can drive instruction and on-going communication in the collaborative planning of instruction, remediation, and acceleration. **5)** All BISD schools currently have opportunities for increasing learning time via the use of zero period classes, after school tutorials, Saturday academies, and other calendar modifications which enhance instruction. **6)** Improving school climate and increasing parent/community involvement are also annual goals in each campus' annual Improvement Plan.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

Brownsville Independent School District requires all external providers of services or products to either respond to an RFP, RFQ, or appear on the state's approved vendor list. Therefore, Region XIII's School Improvement Resource Center, as a state-approved vendor, has already met the criteria of rigor, research-based, and quality demanded by the grant's specifications. The same applies to the Region I Educational Service Center menu of support offerings. Thereafter, vendors already on the District's annual vendor list for services and/or resources will also have to be screened by the District for quality, research-based best practices.

New or proposed vendors will be judged on the following criteria as appropriate to the service/product:

1) Product or service is research-based;
2) Vertically and horizontally aligned to next grade level and state/local standards;
3) On-going, job embedded professional development included;
4) Technologically appropriate to students' daily experiences and lives;
5) Aligned to district curriculum, Advanced Placement, Dual Enrollment, and other current district initiatives;
6) Formative, interim, and progress-monitoring assessment components contained within product/service, as relevant;
7) Intensive technical assistance and related support are built-in;
8) Unique and specific needs of specific populations (LEP & Sp. Ed) addressed at a highly visible and effective level;
9) Provision of appropriate social-emotional and community-oriented services and supports for students.

As with all other purchasing processes, grant external providers will be processed through the BISD Purchasing Department and in compliance with BISD Policy as well as all pertinent state and federal guidelines. Memorandums of Understanding will be reviewed by BISD Legal Counsel and recommended by Administration for approval of the Board of Trustees. No purchase of goods or services will occur outside the grant specifications and BISD's policies and procedures. Grant funds will only be expended in compliance with all pertinent local, state, and federal guidelines. The campus District Shepherd will facilitate these processes for and with campuses entrusted to his/her care.

The District will waive procedures, such as an annual bidding process for external providers, instructional materials, and/or consultants, so that more than one bid process occurs within a year's time span. This will facilitate campuses' engagement of vendors and providers and will greatly reduce time spent in moving through the organizational structure for receipt of goods and services.

Vendors will be recruited through a great variety of avenues: website, KBSD BISD Instructional Television Studio, newspaper announcements, and word of mouth regarding successful endeavors of vendors in providing laser-like services to schools in need of reform. In all cases, external providers will ultimately be evaluated against the criteria of research-based, highly successful services to schools and districts.

Copyright© Texas Education Agency. All rights reserved.

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**	031-901 County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

Site visits to other campuses successfully implementing the Tier 3 Modified Transformation model or other initiatives which have resulted in high student performance, extraordinary success with on-grade level instruction (as reflected by TAKS Commended scores) and high levels of success with LEP and Sp. Ed. TAKS scores will be allowed. Sites will be selected by the campus and approved by the campus' District Shepherd based on the following criteria:

1) Percentage of commended TAKS scores by grade level, subject area, and student population (all students, LEP and Sp. Ed.);
2) Historical review of increase of percentage commended TAKS scores by grade level, subject area, and student population (all students, LEP and Sp. Ed.) over past 3 years;
3) Reduction of the gap between state assessment scores of Sp. Ed. and LEP and regular students over a 2-3 year period;
4) Reduction of the gap between commended state assessment scores of Sp. Ed. and LEPS and regular students over a 2-3 year period;
5) Increases in graduation rates over past 3 years; and/or
6) Reduction in drop-out rates over past 3 years.

Visitation sites will also be selected based on evidence that the school operates under the 7 Critical Success Factors enumerated in grant guidelines. Web-sites, literature, etc. regarding the campus should be investigated before prior to visitation to ensure that: **1)** Campus decisions are driven by data, vertical & horizontal alignment is evident, and there is provision for on-going monitoring of instruction. **2)** Increasing teacher quality is a high priority; teachers are provided on-going job-embedded professional development, and highly qualified individuals are recruited/retained through a variety of effective strategies. **3)** Positive school climate increases high attendance rates, reduces discipline issues, and provides a large and varied scope of extra-curricular activities and opportunities for student engagement. **4)** The campus leadership team exemplifies the use of a toolkit of powerful resources such as the operational flexibility, resource and data utilization, and a philosophy of life-long learning through job-embedded professional development. **5)** Data drives instruction; teachers are experts in the disaggregation of data and make instructional decisions based on data as well as collaboration with leaders and colleagues. **6)** Parent and community involvement is visible throughout the school and there is significant evidence of accessibility to community resources and services. **7)** Students have opportunities for increased learning time through tier 2 & 3 instructional segments, zero period class offerings, after-school tutorials, Saturday and summer academies.

Once a site or sites have been selected for visitation, permission must be secured from the campus principal as well as the Cluster Area Assistant Superintendent, who serves as the district shepherd. Dates and times must be agreeable to both groups and visiting participants must complete BISD professional leave paperwork and have it approved prior to departure. Depending on the size of the visiting group and the campus to be visited, as well as the scope of the visit (academic subject or grade level specific vs. overall school climate visit), visitors might be scheduled in teams and/or for specific blocks of time. Regardless of the details, the visit must be well coordinated, have a goal/end product well specified, and not overburden those being visited. While the details of each visit are dependent upon the desired outcome, the following is a list of possible critical questions to consider during the visit:

1) Are the strategies research-based comprehensive instructional reform strategies and do the strategies make continuous use of student data (formative, interim, progress monitoring) to inform instructional decisions such as regrouping, differentiation of instruction, use of technology, etc?
2) Is there sufficient flexibility and sustained support for implementing the strategies?
3) Are teachers provided ongoing, intensive technical assistance in implementing the strategies?
4) Is there evidence that the strategies were provided sufficient financial support for full implementation?
5) Are staff members committed to the implementation? What is the level of buy-in for impacting student success?

These questions, as well as those identified by the school team and reviewed and approved by the district shepherd prior to the visit, will provide the framework for the expected outcomes of each visit. Improved ability to implement transformation interventions related to the criteria #1-6 listed above will be one of the main results expected from each visit.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

Not applicable.

The Brownsville Independent School District does not have any Tier I or Tier II eligible campuses.

All 20 BISD Tier III campuses are submitting grant applications.

Brownsville ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

☐ Turnaround

☐ Closure

☐ Restart

☐ Transformation

☒ Tier III Modified Transformation

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

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

Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.

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

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

Pace High School will implement the TEA designed Tier III Transformation model to achieve a focused and integrated school-wide improvement program. Planning has been extensive, ongoing, and inclusive of all stakeholders. This section includes a description of the school's planned 13 transformation project objectives and a timeline for implementing these transformation objectives.

1. **Establish formal decision making structures and practices, including those of the School Transformational Team.** A school Transformational Team (TT) will be formed, chaired by the principal and including the dean of instruction, TTIPS Project Manager, the chair from each instructional department, the Parent Outreach Coordinator, and other support staff as determined by the principal; the TT will be responsible for overseeing the transformation model. The TTIPS Project Manager (PM) will be responsible for overseeing the implementation of the transformation model, ensuring communication between all essential parties, serving as a data liaison between teacher departments and Transformational Team, collecting and analyzing combined data, and proving sustained feedback and analysis of the implementation of the grant. Department chairs will head each instructional content-area, with teachers further grouped into subject-specific instructional teams, each led by a team leader. A Community Team will be organized, as will a Student Advisory Committee to ensure continuous feedback from parents, community members, and students. **Process for selecting objective:** The need for clear communication at all levels was apparent throughout the CNA process. Input from the principal, dean of instruction, teachers, and district representatives was considered in creating this organizational structure. Based on improving school performance in the last three years (see page 16), LEA and campus recommendations were for the principal to remain at the campus.
2. **Partner with SIRC and others to obtain all necessary ongoing, intensive technical assistance and support to carry out the Transformation program.** Throughout the Transformation process, SIRC will be a preferred provider of technical assistance, training and support. Pace High School will fully facilitate the SIRC campus snapshots, webinars, online trainings, and all other professional development activities designed to increase efficiency and monitoring at the school, including summer training and conferences. Pace looks forward to the ongoing relationship with SIRC and other high-quality providers as part of a strategy of continual program monitoring and targeted professional development and improvement during the time period of the grant. **Process for selecting objective:** Pace recognizes the need for support in implementing data-driven instruction and improvement after completing the CNA. SIRC is a preferred provider due to the state recommendation.
3. **Establish a principal and teacher evaluation system that includes student growth and professional performance.** The district fully implements the state's Professional Development and Appraisal System (PDAS) as the approved instrument for teacher and administrator assessment. The district shepherd and TT will continue working cohesively with teachers to implement an enhanced appraisal system called iCARE (Instruction, Character, Accountability, Research, Excellence) that is aligned to the PDAS criteria and domains and inform and drive the yearly district-mandated evaluation. Teacher and Principal appraisal will be based on: 1) **Instruction:** multiple, ongoing observations focused on best-practices and differentiation; 2) **Character**: contributions to the school environment and community and parental outreach; 3) **Accountability:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative and end of course assessments; 4) **Research:** a professional portfolio consisting of best-practice lesson plans, data analysis, logs of professional development, and collaboration and participation in Professional Learning Communities (see objective 5); and 5) **Excellence:** teacher self-inventory and development plans of action, which will be aligned with research best practices. The result will be an annual rating of Ineffective, Somewhat Effective, or Effective. **Process for selecting objective:** Research indicates that consulting multiple measures of teacher quality provides the best picture of teacher improvement. Having consulted with teachers and administrators, the CNA indicated that PDAS is not a sufficient measure of teacher quality. The campus then met with teachers, researched, and corresponded with Dr. Brian Gong at the National Center for Assessment in developing the teacher appraisal system.
4. **Identify and reward personnel who contribute to improvement in student outcomes; remediate and remove those who do not.** Teachers rated Effective under the iCARE appraisal system will be eligible for yearly stipends throughout the term of the grant in the amount of $2,000/year. A teacher who is rated Ineffective or Somewhat Effective will receive additional support from the dean of instruction and appropriate department chair in creating a teacher enrichment plan based on observed needs; increased observations and monitoring, as well as support from a highly effective teacher mentor and/or contracted life coach will be put in place to ensure teacher improvement. A teacher who is rated Ineffective one year or Somewhat Effective two years in a row will be formally documented in PDAS as a Teacher in Need of Assistance (TINA); without improvement, this teacher will be subject to non-renewal. In addition, teacher recruitment will be aligned with district initiatives, as well as through creation of a brochure by the Transformational Team, which will be sent to colleges of education throughout the state, highlighting the benefits of working at Pace High School. **Process for selecting objective:** These measures were selected after extended discussions with teachers and administrators. The CNA revealed that the

Copyright© Texas Education Agency. All rights reserved.

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).

existing appraisal systems were insufficient to create the incentives for improvement needed to effect transformation. These measures will also improve recruitment, retention and hiring, which Pace recognizes as important to improve the pipeline of teacher leaders.

5. **Engage teachers in Professional Learning Communities (PLCs) to collaboratively conduct action-research aimed at improving student outcomes.** The principal and Transformational team will oversee the establishment of PLCs as part of teacher professional development and as a component of the iCARE appraisal system (objective 3), designed to conduct action-research that addresses the root needs of the students and school and allow teachers to use data to predict and prevent potential problems. The action-research carried out by each PLC will: 1) identify key needs related to the school's transformation goals and CNA, and develop a plan for improvement; 2) implement the improvement plan; 3) observe and document the effects of the plan; and 4) provide an opportunity to reflect, improve, and share the results among other staff members. Best practices handbooks will be created, shared with the TT, and disseminated among teachers. **Process for selecting objective:** Working with the SIRC-provided Technical Assistance Provider assigned to the campus, Pace developed a model for Professional Learning Communities; the campus also selected this based on the evidence from the TEA Best Practices Clearinghouse online.

6. **Improve staff knowledge and abilities through embedded professional development.** Professional development for all faculty members will be planned by the TT to address areas the following areas: A) Strengthening content knowledge: Following the model of the TEA Best Practices Clearinghouse, all core area teachers will participate in AP training and/or advanced career training for their various subjects to establish a culture of high expectations that prepares students for higher education, increase the teachers' content area knowledge, enhance the rigor of regular as well as AP classroom instruction, and provide a pool of qualified AP teachers to increase the number of AP courses offered on campus (see objective 11). The entire instructional staff will take part in a campus-wide implementation of an AP standard national writing project, which aims to enhance literacy skills by instructing and teaching with writing across the content areas. B) All teachers will complete training targeted at addressing the needs of ELL and SPED learning styles, and learn to differentiate instruction to meet their needs. Additionally, in compliance with district guidelines established on page 24 of the grant, the campus will send small teams of 3 to 10 teachers and administrators to campuses with a proven record in efficiently servicing these populations. C) Training to support the RtI, including differentiated instruction, student-centered learning, and student motivation. D) Other Embedded professional development: Instructional leaders and PM will prepare a quarterly report indicating "patterns of practice" observed in the classroom observations. The patterns of practice report will summarize the indicators of effective practice for which there is general strength across the faculty (which will be documented and shared) and those for which there is general weakness (future professional development will be aligned with these needs). **Process for selecting objective:** The CNA revealed the need for improved professional development, based on teacher and student interviews, surveys, college readiness indicators, gaps between LEP and SPED students and regular students, and other measures. These specific trainings were selected based on teacher input, TEA best practices, and research.

7. **Establish and enhance a systematic instructional planning process that vertically aligns the taught curriculum with standards.** Using CSCOPE, the district-wide curriculum guide, teachers will develop detailed, standards-aligned units of instruction, which include criteria for mastery and pre- and post-unit test items to assess student achievement. Core area teachers will meet one day during the summer as well as daily for no less than 30 minutes during shared planning time for collaborative effort to monitor, maintain, and make necessary adjustments to the aligned curriculum, develop campus formative and summative assessments as needed, and share best practices. Daily collaborative planning will be used to align implementation of techniques from AP, ELL, SP ED and other trainings, differentiated means for monitoring and responding to student's individual progress, and data disaggregation. In addition, instructional areas will base alignment on communication with local colleges and universities to ensure that instruction is not only aligned to state standards but also college readiness standards for a grades 9-16 alignment. District curriculum specialists will support this process by meeting monthly with instructional teams to provide oversight, guidance, and support. **Process for selecting objective:** College readiness is a major emphasis for the transformation model. The CNA revealed that Pace lags on important college readiness indicators (see page 16), and therefore the campus elected to align curriculum to college standards, as well as utilize shared planning to address the needs of at risk populations.

8. **Create an integrated data system that facilitates data-driven instruction and serves as an early-warning system to identify students at-risk of failing to achieve high standards or graduate.** Based on the TEA best practices website and conversations with IT, Socorro ISD, and campus technology specialists, Pace proposes to procure an integrated data system that will compile real-time demographic, attendance, achievement, and other data from all the areas of student interaction with the school. The data system will be designed to be accessible to all levels, with comprehensive and accurate data available for each teacher to input and track individual student information. The system will also serve as a long-term tracking database providing early-warning signs for teachers, administrators, and counselors, indicating students at risk of failure to achieve high standards or graduate. To further build Pace's

Copyright© Texas Education Agency. All rights reserved.

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).

systematic reliance on hard data as a basis for decision-making, the PM will train Strand Leaders to collect data from the various data systems, building their capacity to bridge technological gaps within their strands during collaborative planning time, and analyze and use formative, benchmark, and summative assessment data to improve effectiveness of teaching strategies and inform decisions. Strand leaders will participate in monthly training, best practice sharing, and update meetings with the PM, who will facilitate the campus data initiative and serve as a direct link to the TT (see Objective 1). To aid the PM and Strand Leaders, all teachers will have a mandatory training in data disaggregation and data driven decision making to meet the needs of all students, implementation of which will be monitored through the teacher appraisal system. **Process for selecting objective:** the CNA consistently demonstrated the need for an integrated data system on campus, as collection of student data would have been much facilitated by such a system. TEA's best practices highlighted Socorro ISD's data system, and Pace held conversations with Socorro personnel to understand the data system and model this transformation effort after their successes.

9. **Develop a campus-wide response to intervention model addressing academics and behavior, and that increase student-learning time in core subjects and improve student outcomes.** The TT will oversee the implementation of a planned campus-wide Response to Intervention (RTI) model that increases students learning time and offers multiple interventions to address and prevent problems for at-risk and low performing students. All students will benefit from Tier 1 interventions, which include: 1) a more robust core-curriculum, enhanced by training mentioned previously including the increased rigor and differentiation, for all students; 2) an adjusted school schedule with modified blocking (2 days a week) that provides extended periods for differentiated instruction and student-centered learning, as well as an academic enrichment period that meets weekly for 90 minutes, called PACE Period (based on pride, accountability, character, and excellence), where students will receive enhanced support and instruction in college and career readiness, accountability, and character development; 3) a summer academy to help students successfully transition from middle to high school; and 4) a system of Positive Behavior Intervention Support (PBIS), including an emphasis on decreasing truancy and tardiness (and thereby increasing instructional time) through changes including modifying the schedule to include only one lunch period, closing campus, instituting and reinforcing a unified set of school rules, and increasing security and the effectiveness of disciplinary procedures. A 9th grade initiative will also benefit freshman students through smaller learning communities in core area classes. Instructional teams reviewing data, as well as reports from the early warning system, will refer students for Tier 2 interventions, such as placement in smaller learning communities, after school tutorial with specialized teachers who have demonstrated ability in remediation and acceleration, access to computer programs for acceleration, academic enrichment through summer academies for LEP and other students, counseling, and credit recovery programs. Ongoing monitoring of interventions, reviewed at each Transformational team meeting, will generate further recommendations for students depending on responsiveness and outcomes. Tier 3 interventions will be highly individualized, such as individual campus mentors; meetings with the communities in schools representative, dropout prevention specialists, counselors, and/or probation officers; home visits; schedule modifications; and increasingly intensive tutoring and academic acceleration. **Process for selecting objective:** The RTI addresses some of the most pressing needs from the CNA, including school culture, 9th grade failure and retention rates, lack of college readiness, and weaknesses in reading and math. The initiatives mentioned were selected based on extensive teacher input, research, and collaboration with Jennifer Scala at the National High School Center.

10. **Increase rigor by offering more courses focused on advanced coursework, college and career readiness, and project-based learning.** In addition to measures aimed to improve rigor through increased AP training and project based learning training for teachers, mentioned previously, the school will offer job-embedded staff development on creating high expectations for all students. It will use the PACE period (a new class being created for all students based on schedule realignment) to offer students additional credit for a developing and maintaining a college and career-readiness portfolio. A campus-wide program of vocabulary development, student-self accountability measures (to enable students to monitor and track their own progress), and reading and math enrichment aligned to college preparation standards will be implemented. The grades 9-16 alignment will prepare all students for college and careers, and all will complete preparation for and test in the PSAT and other college entrance exams. Teachers will be encouraged to apply to teach AP classes and duel-enrollment classes, including those not currently offered at the campus. **Process for selecting objective:** These interventions were selected due to a previously mentioned need to improve college and career readiness. Measures were selected based on teacher input, best practices, and student surveys and interviews.

11. **Promote student motivation to learn and persist in education through engagement of parents and the community in support of this aim.** The campus will undertake rapid, rigorous, and strategic efforts to increase the involvement of all parents, focusing most on the parents of at-risk and low-achieving groups, including ESL and repeater students, coordinating efforts with the district's Parental Involvement Division. The Community Team will be responsible for overseeing the creation of a parent center on campus where the parents can meet to coordinate activities and community involvement. Activities will include parent surveys to gauge interest and need, followed by implementation of speakers, health fairs, classes for parents and students, community outreach, and coordinate with the CIS director and on-campus probation officer, who monitor at-risk students and organizing community services to support them. Phones will be purchased to facilitate parent/teacher communication, and logs of these calls will be kept for the teacher appraisal system.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Capell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

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).

Process for selecting objective: The CNA revealed that Pace has little to no outreach system for parent involvement and volunteerism. Subsequently, the school seriously underutilizes a key asset. These actions were selected based on TEA Best Practices, parent interviews and surveys, and teacher input and student.

12. Acquire and use technology to facilitate faculty and students to facilitate accountability, technical know-how, and greater variety of classroom instructional techniques for at-risk students. A technology audit revealed that Pace has insufficient computers; an effective response has begun using sets of laptops that can be transported easily to classrooms. These Computers-On-Wheels (COWs) allow for greater variety of instructional techniques, especially in extended period settings and as a means of differentiating, accelerating and remediating so that ELL, SPED, and at-risk students can work at their functional level. **Process for selecting objective:** Teachers consistently remarked that not enough computers were available for classroom use. Mobile computers such as COWs have been successfully implemented on campus, and demand exceeds supply at this time. Based on this campus-proven best practice, Pace decided this was the most important investment in technology at this time, given the versatility of the technology for use in all classrooms.

13. Conduct evaluations of the credit recovery programs and the counseling center. The campus CNA included feedback from multiple sources--including teachers, students and parents--indicating the need for extensive modifications in two key areas. 1) The school credit recovery program: The Transformational team will obtain input from parents, students and teachers, collect data through formative and summative assessments of students in the program, and make recommendations for modifications of the existing program. 2) Counseling center: the school will assess the needs of the counseling center during year 1. The report will be given to the principal and presented at the Transformational team meeting, where decisions to address issues will be made. **Process for selecting objective:** the CNA suggested these two areas as needing further assessment. Rather than declare the solution to the problem, in this case Pace prefers to include further evaluation as a built in part of the transformation process to ensure adequate response to these vital systems.

Timeline of activities, numbered in alignment with objectives 1-13.

NOTE: The months and years listed below reflect Pace's original plan for transformation, which was contingent upon receiving notification of the grant by June. Late awarding of the grant may cause dates to shift slightly.

Pre-work: August –September 2010 1) The members of the school TT have been identified and meeting already with the district shepherd. Teachers are already divided into content and subject area groups. The Parent Outreach Coordinator has been selected, and is already meeting with the members of the Community Team. These groups will be formally organized and begin meetings during the 2010 summer. **2)** Members of these teams and other teachers and administrators (10 in all) will attend the summer training in July to prepare the 90 day action plan. **3-5)** Based on past performance and student gains, the campus and district recommend retaining the principal and other teachers and staff; recruitment and rigorous interviews will take place to fill positions vacated by those retiring or transferring to another campus. The TT will make the final necessary preparations to implement the iCARE teacher and principal appraisal system, including preparing training for teachers. **6)** The principal and TT will prepare the job-embedded professional development action plan for year 1. **7)** Purchase of the integrated data system, coordinated with the district, will move forward. **8)** One summer day of staff development will be allocated to curriculum alignment and preparing formative assessments. **9-10)** Preparations for the RTI that are already underway include: adjustments to the school schedule to provide two days of block scheduling; curriculum development for the PACE period, including college readiness and character building instruction; the 9th grade initiative, placing students in smaller learning communities; and all work for the campus orientation week before the district-wide beginning of the school year. The TT will oversee these preparations. **11)** The Parent Outreach Coordinator will identify community partners and prepare to increase school volunteers and reach out to ESL/at-risk parents at the beginning of the school year. The location of the parent center will be determined and prepared. **12-13)** n/a.

November 2010 : 1) TT and other meetings will be ongoing. The Student Committee will begin meeting and review progress towards 90 day plan. **2)** The PM will work with SIRC to complete the campus and district snapshots and other SIRC activities. The PM will also begin training in data disaggregation and analysis. On-site technical assistance by SIRC: webinars/podcasts/publications. **3-5)** The iCARE teacher and principal appraisal system will be implemented, including multiple ongoing observations. The principal will identify needed resources and training to implement the PLCs. Teacher recruitment plans will be made. **6)** AP, ELL/SPED and other job-embedded staff development will begin. At the end of the semester, the campus report on teaching practices will be prepared. **7)** The school formative assessment data will be gathered through the use of benchmarks and school developed formative assessments. The PM will coordinate with the district and oversee implementation of the integrated data system, and provide necessary training and support to teachers. **8)**Teacher leaders will begin collecting observation data. Daily planning will occur among core subject teams. Curriculum specialists from the district will meet monthly with content areas to aid in alignment and planning. Department chairs will meet with local university teams to gather resources for the 9-16 curriculum alignment. **9-10)** The RTI will begin by starting the year one week early for teachers and students; students will participate in the orientation week, emphasizing the changes at the school. Tier one interventions for all students will begin, including college readiness curriculum; the campus will also begin the school-wide Positive Behavior Intervention Support (PBIS). **11)** The Community Team will prioritize outreach to parents of ESL and SPED students. Surveys will be sent to parents to gauge interest in several outreach activities; monthly speakers will be planned to address needs of parents. Other social services support. **12)** Purchased computers will be prioritized for classrooms focused on ELL and SPED students.**13)** n/a. Completion of November, 2010 report.

Copyright© Texas Education Agency. All rights reserved.

KC 8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by R. Cogdell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

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).

April 2011 I: 1) The TT will review behavioral data/PEIMS to analyze PBIS implementation. **2)** On-line courses will be available and targeted professional development based on classroom observation data and student data will begin. **3)** The results from the iCARE appraisal system will be reviewed; teachers will be rewarded with stipends, or receive help planning activities to improve, such as teacher coaches. Recruitment activities will be underway for the following year; preparation of a recruitment brochure will continue under the direction of the TT. **5)** PLCs will begin meeting; Action research topics will be selected and addressed. **6)** Job-embedded professional development will continue, based on classroom observations and student data. **7)** Teams will examine resources from local universities to begin implementing 9-16 alignment with assistance from district curriculum specialists. **8)** The PM will provide support as the integrated data system is rolled out. Each subject team will prepare data analysis reports for each 6-week marking period.. **9-10)** The RTI Tier 1 interventions will be adjusted as needed. Tier 2 recommendations will be made. **13)** The TT will identify teachers to evaluate credit recovery program and counseling center. The Model Selection Report, quarterly report, and 90-day action plan will be prepared.

July-August 2011: 1: Applicable activities only. 1-6) The TEA training and NSDC training will provide insight and guidance. Professional development plans, teacher appraisal, and needs assessments will be reviewed and renewed; progress towards goals in the previous 90-day action plans will be evaluated.. 8) TAKS Spring 2011 test results will be analyzed and disaggregated. 9) Plans for classrooms interventions for PBIS will be developed. The LEP summer and the end of summer orientation jumpstart for freshman students. Other RTI level 2 and 3 interventions will be prepared. Preparation of the new 90 day action plan and the yearly report.

October – November 2011: 1) SIRC Modified Transformation Model components are 100% part of general operating procedures. 2) On-line courses will continue and on-site technical assistance by the professional service provider, the transformation specialist will be on-going. SIRC assistance as mentioned previously. 3-4) iCARE system continues. Teachers rated ineffective or somewhat effective will receive teacher mentorship, coaching, additional support. 5) PLCs will continue action-research. 6) Implementation of revised and updated professional development plans for instructional leadership, teachers, and the staff-as-a-whole, based on campus practices report. 7) Curriculum alignment will focus on 9-16 alignment and use of formative, interim, and summative assessments. 8) Early warning system ready to be piloted. Teachers will be creating data reports each 3 weeks. 9) Classroom level PBIS interventions will be implemented, and Tier 2 and 3 RTI interventions will be fully operational. 10) College and career project learning begins. 11) Parent outreach includes speaker programs/classes for parents. 12) More COWs are purchased and integrated into classroom instruction. 13) Plans of action made based on credit recovery program, counseling center evaluation results. The 90 day action plan and quarterly reports completed.

March April 2012: 1-2) Online learning via SIRC and other providers will continue. 3-4) iCARE results analyzed; system modified as needed; stipends awarded, PDAS documentation and/or growth plans for somewhat- and ineffective teachers. 5-6) Collection of data for action research projects. 7-8) All teachers have formative, summative assessments. Data is disaggregated, turned in to Department Chairs and TT. PM provides ongoing assistance. 9) Tier 2 and 3 interventions of RTI refined, adjusted, including review of behavior data to measure PBIS. 10) College and career readiness fair with results of project based learning. 11) Continuation of the social services support in creating community-oriented schools, targeted professional development. Plans for parent classes, health fairs, other activities will be made. 12) Computer technology continually implemented in classroom for at-risk students. 13) As is integral to each phase of this reform effort, a new 90-day plan will also be written, and on May 1, 2012, the quarterly implementation is due.

July-August 2012: 1-2) Summer trainings through TEA and NSDC. Committee work will be devoted to intense data process evaluation to measure what has been working, what needs focus, and what course corrections are needed to successfully accomplish school reform. 3-4) n/a. 5) PLC teacher leaders will present initial findings on their action research topics. 6-7) n/a 8) Formative assessments and TAKS Spring 2012 test results will be analyzed and disaggregated. CNA will be re-administered with intense data review and process evaluation. Decisions will be made regarding how much the gap has closed between regular students and LEP and Special Education students. 9) Summer academies, preparation for orientation jumpstart academy will occur. Complete end of year 2 implementation report

September –November 2012: 1-2) Re-administration of the SIRC campus snapshot, including on-site technical assistance by the SIRC professional service provider/transformation specialist, and a campus site visit. Other activities include: 6) Job-embedded professional development: all teachers will be AP trained, ELL and SPED trained, differentiation trained. 7) Curriculum will be completely vertically aligned, 9-16; summative, formative, and interim assessments will be standard; standards aligned units will be created.8-9) Teachers will analyze data on a weekly basis. 11) All components of the school's social services will be firmly in place and institutionalized, including classes, health fairs, and other programs for parents and community members. Submission of the quarterly implementation report.

March – April 2013 Activities from Fall 3 will be continued, and in addition the campus will: 1-2) Monitor continuous improvement through formative assessments, making sure alignment to performance goals is certain. 5) PLCs will finalize their action research projects. 7) Curriculum alignment will be finished and reviewed and approved by the district. 8) The early warning system will be fully operational and self-sufficient.9) The RTI and PBIS data will be collected. Submission of quarterly implementation reports to TEA.

July – August 2013 Summer trainings will be attended. Evaluations of model implementations will occur. Support from the LEA will also continue. Culminating activities, presenting action research, a sustainability plan will be prepared, and a plan to continue using teachers as leaders will be prepared. On July 31, 2013, the campus will submit its final implementation report to TEA.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #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	Teachers
2	Campus principal
3	Campus instructional leadership team (assistant principals, dean of instruction, department chairs)
4	Support staff (instructional assistants, office staff, etc)
5	Students
6	Parents
7	Board of Trustees
8	Business Community
9	Community agencies serving the campus
10	District Shepherd/Area Superintendent and Superintendent

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
   - A. Data-driven instruction
   - B. Curriculum Alignment (both horizontal and vertical)
   - C. On-going Monitoring of Instruction

2 – Increase the Use of Quality Data to Drive Instruction
   - A. Data Disaggregation/Training
   - B. Data-driven Decisions
   - C. On-going Communication

3 – Increase Leadership Effectiveness
   - A. On-going Job Embedded Professional Development
   - B. Operational Flexibility
   - C. Resource/Data Utilization

4 – Increase Learning Time
   - A. Flexible Scheduling
   - B. Instructionally-focused Calendar
   - C. Staff Collaborative Planning

5 – Increase Parent/Community Involvement
   - A. Increased Opportunities for Input
   - B. Effective Communication
   - C. Accessible Community Services

6 – Improve School Climate
   - A. Increased Attendance
   - B. Decreased Discipline Referrals
   - C. Increased Involvement in Extra/Co-Curricular Activities

7 – Increase Teacher Quality
   - A. Locally Developed Appraisal Instruments
   - B. On-going Job Embedded Professional Development
   - C. Recruitment/Retention Strategies

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
CSF 1:A-C	Improve Student Achievement in Reading/ELA	Response-to-Intervention is needed. Below are some of the RTI activities.	TEA Best Practices Clearinghouse, TTIPS Grant Requirements, see RTI activities below	August 2010	On-going
CSF 1:A-C	Improve Student Achievement in Mathematics	Response-to-Intervention is needed. Below are some of the RTI activities.	TEA Best Practices Clearinghouse, TTIPS Grant Requirements, see RTI activities below	August 2010	On-going
CSF 1; 3:B-C; 4:A	RTI: Ninth grade initiative to decrease class sizes by adding one additional instructional staff per content area	CNA results show that 9th grade is a critical development year to intervene for dropouts, GPA success, truancy habit, relationships with teachers and other students, overall school performance, etc.	Margarita Donnelly, *At-Risk Students*, ERIC Clearinghouse on Educational Management, 1987 *Handbook on Effective Implementation of School Improvement Grants*, Center on Innovation and Improvement in the Academic Development Institute, Chapter 4E, available at www.centerii.org	August 2010	On-going
CSF 1:A-B, 4:A-B	RTI: intensive tutoring, specialized teachers who have demonstrated ability in remediation and acceleration	Pace has already begun an initiative in the school, with funds available, to make tutoring an option for targeted students. The results show that in the same time period, where the state average improved by 4 % points overall, Pace's scores improved by 10.5%. Pace hopes to sustain and allow for increased tutorial opportunities. Increasing the use of tutorial within the response to intervention will be key.	Jennifer Scala, *National Center for Response to Intervention* at the American Institutes for Research , 5/18/2010-5/23/2010 personal correspondence *Handbook on Effective Implementation of School Improvement Grants*, Center on Innovation and Improvement in the Academic Development Institute, Chapter 9G, available at www.centerii.org	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

CSF 1:A, 4:B	RTI: access to computer programs for acceleration	CNA data collection revealed both an underuse of technology on the part of students and a under-supply of computer readily available for teachers. Computers have an important place in the 21st Century classroom and can lead to more diverse methods of learning, and individual-driven learning. The availability of computer programs makes tutorial possible when teachers are not available.	Marc Prensky, *Listen to the Natives*, Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006, Volume 63, Number 4.	August 2010	On-going
CSF 1:A-B, 2:B, 3:C	Using a district-wide curriculum guide, teachers will develop detailed, standards-aligned units of instruction, which include criteria for mastery and pre- and post-unit test items to assess student achievement, using benchmarks to supplement formative, interim, and summative assessments	The need for uniform formative assessments in the evaluation of the grant will be crucial. Pace is already working towards a more standards-driven, unified curriculum	TEA Best Practices Clearinghouse examples (various) Brian Gong, President of the *National Center for the Improvement of Educational Assessment*, Personal correspondence 5/12/2010-5/27/2010	August 2010	On-going
CSF 1:B, 7:B	RTI: All instructional staff will take part in National Writing Initiative training	This aims to enhance literacy skills by instructing and teaching writing across the content areas, to develop more horizontally aligned curriculum, and providing a writing component that can be used as intervention for all students during the PACE Period. CNA statistical analyses reveal that students' performance on the ELA TAKS was not highly correlated with the performance on the other TAKS exams.	Ruie Jane Pritchard, *Effects on Student Writing of Teacher Training in the National Writing Project Model*, North Carolina State University, Written Communication, Vol. 4, No. 1, 51-67 (1987) Linda Friedrich, Kyle Shanton, Marilyn McKinney, Tom Meyer, *Composing Literacy Leadership in Professional Development: New Meanings of Practice and Process*, May 13, 2010, National Writing Project website, www.nwp.org. *NWP 2008 Research Brief: Writing Project Professional Development for Teachers Yields Gains in Student Writing Achievement*, August 27,	August 2010	May 2012

Copyright© Texas Education Agency. All rights reserved.

			2008, National Writing Project website, www.nwp.org.		

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

1:A-B, 3:B, 4:A-B, 6:A	RTI: PACE Period students will receive enhanced support and instruction in college and career readiness, accountability, and character development	As discovered through the CNA, there is a large gap between perceived college and career *readiness* by teachers and students and *actual* readiness. A teacher survey indicated that 2 in 3 teachers thought that Pace was effective in preparing students for the future. Students indicated that 93% are planning on going to college, and of those, only 6% feel that Pace is inadequately in preparing them for college. Both teachers and students feel that Pace is adequate in college readiness, however, college readiness indicators, such as AP and SAT scores are about 20% below the state averages for Pace and the entire district, revealing a large gap between perceptions and reality. Interviews with professors at the local university revealed a general disappointment with the college readiness of local graduates. This evaluation shows that, even though Pace has made significant gains in TAKS scores over the past years, its gains in college readiness have not been of equal magnitude. Applicable to all interventions listed on the left.	Rettig, M. D. and Canady, R. L. (1996). *All around the block: The benefits and challenges of a nontradional school schedule*. School Administrator (53), 8-14. Phone conversation with J Scala, *National Center for Response to Intervention*, 5/18/2010 Skrobarek, S. A. et. al. (1997). *Collaboration for instructional improvement: Analyzing the academic impact of a block scheduling plan*. NASSP Bulletin,(81) 101-111.	August 2010	On-going
1:A- B	The PACE period will offer credit for portfolio-based learning on career and college readiness.		Patricia Gandara, *Building Bridges to College*, Educational Leadership, The Association for Supervision and Curriculum Development, November 2004, Volume 62, Number 3	August 2010	On-going
1B, C; 7B	Training for staff on creating high expectations for all students and training for staff on rigorous education.		Johnny Brown, *Building Rigor into Every Lesson in Every Classroom*, presentation given on August 21, 2007 at Department of Curriculum, Instruction, and School Leadership, District Wide Professional Development program. Paul E. Barton, *Why does the Gap Persist?* Educational Leadership, The Association for Supervision and Curriculum Development, November 2004, Volume 62, Number 3,	August 2010	On-going
1:A-B, 3:B, 4:A-B, 6:A	Reading and Math College Prep Enrichment with Vocabulary development and other study skills during Pace period			August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

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

1:B, 2:B-C, 3:B	Modify the school credit recovery program instruction through quality data. The Transformation Team will obtain input from parents, students and teachers, collect data through formative and summative assessments of students in the program, and make recommendations for modifications of the existing program, including additional training for program teachers, enhanced curriculum, extension of available hours to make the program more accessible for students to complete after school, during the summer, and from home.	CNA data, through student, teacher, and parent focus groups and interviews, demonstrated that the current credit recovery program lacks rigor and fuels the incentive for some students to persist in truancy, due to the ease of the curriculum. An administrator evaluation of the program and a classroom audit lead to the need for curriculum and/or format changes.	Marc Prensky, *Listen to the Natives*, Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006, Volume 63, Number 4. Marc Prensky, *Turning on the Lights,* Educational Leadership, The Association for Supervision and Curriculum Development, March 2008, Volume 65, Number 6. Mark Warschauer, *Going One-to-One,* Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006, Volume 63, Number 4.	April 2010	January 2011
1:A-C, 2:B-C, 4:A	RTI: Tier 3 Interventions. interventions will be highly individualized, such as individual campus mentors	Tier 3 interventions are the most highly specific interventions of the RTI model, made through rigorous data analysis, based on individual student needs. This will also serve as a feedback mechanism for understanding why Tier 2 tutoring and intervention was not effective.	Jennifer Scala, *National Center for Response to Intervention* at the American Institutes for Research , 5/18/2010-5/23/2010 personal correspondence Handbook on Effective Implementation of School Improvement Grants, *Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 7F, available at www.centerii.org	August 2010	On-going
2:A-C	Accountability measures and habits taught as part of PACE Period curriculum, with participation by students	To help instill accountability, students needed to know by what they were being held accountable. CNA results indicated through ANOVA tests that students who knew what their grades scored almost a full letter grade higher (roughly 0.9 points) in their GPAs. Not knowing grades also had a high correlation with	Brian Gong, President of the *National Center for the Improvement of Educational Assessment*, Personal correspondence 5/12/2010-5/27/2010	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

		truancy.			

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	031-901 County-District No. Amendment No.

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

1:A-C, 2:A-C	LEP Summer Academy "English Boost", other summer academies as deemed appropriate.	CNA data revealed that the ELL subpopulation will increase dramatically, a subpopulation which historically at Pace has underperformed by 110 points, all other factors held equal. Particularly on the English TAKS, CNA results indicated, students subpopulations were more indicative of their performance that their performance in other subjects. An intervention is needed to give these students assistance.	*Language learning strategy instruction: Current issues and research* AU Chamot - Annual Review of Applied Linguistics, 2005 *Second language learning through immersion: A review of US programs* sagepub.com Genesee - Review of Educational Research, 1985. *Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms* M Carlo, D August, B McLaughlin, C Snow, C-Reading Research ..., 2004	June 2011	On-going
	Teachers will be encouraged to apply to teach AP classes and duel-enrollment classes, including those not currently offered at the campus	To increase the rigor at Pace, teachers will be encouraged to offer a more challenging array of courses. This will capacitate teachers to	TEA Best Practices Clearinghouse, Brownswood	August 2010	On-going
1:B	9-16 curriculum alignment	Interviews with members of the higher educational community revealed the desire to coordinate and prepare students for the rigors of college. Steps will be	Paul E. Barton, *Why does the Gap Persist?* Educational Leadership, The Association for Supervision and Curriculum Development, November 2004, Volume 62, Number 3,	Nov 2010	On-going
1:A, 2:A-C	Monitoring at-risk students and organizing community services to support them	Of all subpopulations, on average, At-Risk students at Pace perform most poorly on exams. This is important, considering that 77% of the projected student body will be At-Risk students next year. Significantly lowering the schools performance if no intervention is taken.	Jennifer Scala, *National Center for Response to Intervention* at the American Institutes for Research , 5/18/2010-5/23/2010 personal correspondence	August 2010	On-going

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1:A,C, 2A-C, 3:C	Purchase Integrated Data System for Tracking, Early Warning System, Unified data analysis. The system will also serve as a long-term tracking database providing early-warning signs for teachers, administrators, and counselors, indicating students at risk of failure to achieve high standards or graduate.	If the CNA revealed anything it was the need for a unified database whereupon to draw for information on students, to create an early warning system, behavior intervention, and academic intervention roadmap through data-decision making. Pace and LEA do not have such a system in place. This system will synchronize the four main data systems that work independently of each other to serve the school district.	TEA Best Practices Clearinghouse, specifically Socorro ISD Hector Reyna, Socorro ISD Director of Technology, personal correspondence 5/22/2010 Victoria L Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement*, 1998, Eye On Education, Larchmont, NY. *Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5,7, available at www.centerii.org	August 2010	On-going
2:A,C	Comply with and facilitate the SIRC campus snapshots	CNA data proved to be the greatest catalyst for Pace's desire to transform the school, and SIRC's influence and expertise are needed and welcome as a separate point of view to more thoroughly analyze Pace's current situation, to make sure Pace is on the right track for its growth goals.	SIRC website, TTIPS Grant instructions and suggestions, Transformation Model Requirements	August 2010	June 2013
1:A,C, 2:A-C, 3:C	The PM keeps records, to facilitate communication between SIRC and the school Transformational Team, and between teacher departments and Transformational Team	At present, there is no unified school data collection point. The PM will be responsible in creating such a system, sustainably for after the completion of the grant, and serving as that point	*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5,7, available at	August 2010	June 2013

Copyright© Texas Education Agency. All rights reserved.

		of contact for data disaggregation and monitoring until an on-going system is in place.	www.centerii.org		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

1:A-C, 2:A-C	All teachers will have a mandatory training in data disaggregation and data driven decision making	CNA teacher survey revealed teacher desire for data disaggregation training and technology use training. Both in-house and external consultants will be used in this effort.	Victoria L Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement*, 1998, Eye On Education, Larchmont, NY. Mike Schmoker, *First Things First: Demystifying Data Analysis*, Educational Leadership, Feb. 2003, Vol 60, Number 5	August 2010	August 2011
1:A,C, 2:A-C	Instructional teams reviewing data, as well as reports from the early warning system, to refer students for Tier 2 interventions, such as placement in smaller learning communities and tutorial intervention	Teacher CNA interviews regarding effectiveness of tutorial were conducted, along with a review of tutorial attendance. Though efforts have been made to target students, with no unified system in place, the targeting of students was reported to have been hit-and-miss. Pace intends on using this transformation as impetus to change the format of targeting students through Instructional Teams' data use.	*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5,7, available at www.centerii.org Victoria L Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement*, 1998, Eye On Education, Larchmont, NY. Jennifer Scala, *National Center for Response to Intervention* at the American Institutes for Research , 5/18/2010-5/23/2010 personal correspondence	August 2010	On-going
2:A-C, 7:A,B	Instructional teams will work collaboratively to enhance curriculum based on the training received, measured through the use of increased classroom observations, and thus document these changes for the PM and Transformation Team to ensure professional development tools have been implemented	CNA revealed a serious gap in Pace's current professional development program: there is no way of measuring the effect or implementation of the trainings for teachers. In order to be effective, teachers must learn from each other and build upon and effectively change student learning.	John Holloway, *Research Link/Linking Professional Development to Student Learning*, Educational Leadership, from the Association for Supervision and Curriculum Development, November 2003, Vol 61, Number 3. *Redefining Professional Development*, Newsletter, The Center for Comprehensive School Reform and Improvement, February 2006	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

1:A,C, 2:A-C	PM will train Strand Leaders to collect data from the various data systems, building their capacity to bridge technological gaps within their strands during collaborative planning time, and analyze and use formative, benchmark, and summative assessment data to improve effectiveness of teaching strategies and inform decisions	Using technology was the single most requested professional development requested by staff through the CNA. This is due to the great tenure of staff at Pace High School (having a faculty with an average 2 years longer tenure than the state average.) Technological gaps remain large, so Pace is determined to give them a point of contact whereby those gaps can be bridged.	*Practices That Support Data Use in Urban High Schools*, Research Brief, The Center for Comprehensive School Reform and Improvement, October 2006 Mike Schmoker, *First Things First: Demystifying Data Analysis*, Educational Leadership, Feb. 2003, Vol 60, Number 5 Victoria L Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement*, 1998, Eye On Education, Larchmont, NY.	August 2010	On-going
1:A,C, 2:A-C	Instructional leaders and PM will prepare a quarterly report indicating "patterns of practice" observed in the classroom observations as described above. future professional development will be aligned with these needs	CNA revealed a serious gap in Pace's current professional development program: there is no way of measuring the effect or implementation of the trainings for teachers. In order to be effective, teachers must learn from each other and build upon and effectively change student learning.	Victoria L Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement*, 1998, Eye On Education, Larchmont, NY. Mike Schmoker, *First Things First: Demystifying Data Analysis*, Educational Leadership, Feb. 2003, Vol 60, Number 5	August 2010	On-going

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3:A-C	The Transformational Team will be formed meeting twice a month for not less than one hour each meeting, with agendas and minutes maintained in an available file by the principal. The district shepherd will attend.	To coordinate a transformation of this magnitude, a very precise and machine-like team needs to be created to drive the school to its intervention goals.	Sam Redding, *Director Center on Innovation and Improvement* in the *Academic Development Institute*, Personal correspondence, 5/18/2010 *Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5A, available at www.centerii.org TTIPS Grant Instructions suggestion	August 2010	June 2013
3:A-C	PM ensures communication between all essential parties and teacher groups of various leadership capacities, whether through invitations to Transformation Team Meetings or other formal or informal communication. A system will thereby be developed, where teachers can give input to administration, even beyond the transformation team and grant timeframe.	Pace's CNA analysis revealed that there is a strong correlation between general morale of a teacher and that teacher's perceived meaningful decision-making communication with administrators. On many Likert scaled questions administered to teachers, the trend was stark: having teacher input has significant correlations at Pace.	*Improving Teacher Retention with Supportive Workplace Conditions*, Newsletter, The Center for Comprehensive School Reform and Improvement, June 2007. *Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5A, available at www.centerii.org TTIPS Grant Instructions suggestion Brian Gong, President of the *National Center for the Improvement of Educational Assessment*, Personal correspondence 5/12/2010-5/27/2010	August 2010	On-going, even after PM is no longer available

Copyright© Texas Education Agency. All rights reserved.

3:A-C	Department chairs will head each instructional content-area, with teachers further grouped into subject-specific Strands. Strand Leaders, as well as Department Chairs will facilitate communication between the teachers, PM, and Transformation Team.	At Pace, this leadership division between strands and departments has been implemented, with varying degrees of formality. CNA results indicate that of those who had strand leadership meetings, over 70% felt that it was helpful to instruction or helped with curriculum alignment. For those who did participate in strand meetings, the more effective they were, the more solidarity expressed and the more alignment that took place, according to the teacher survey.	*Improving Teacher Retention with Supportive Workplace Conditions*, Newsletter, The Center for Comprehensive School Reform and Improvement, June 2007. John Holloway, *Research Link/Linking Professional Development to Student Learning*, Educational Leadership, from the Association for Supervision and Curriculum Development, November 2003, Vol 61, Number 3.	August 2010	On-going
3:A-C	Strands will meet daily. Core-area strands will meet daily for no less than 30 minutes; agendas, meeting minutes, and attendance will be kept by the Strand Leader, turned in monthly, and reviewed by the principal	At Pace, this leadership division between strands and departments has been implemented, with varying degrees of formality, but with increased expectations, a more formal agenda and record keeping will need to take place.	Craig Jerald, *Planning that Matters: Helping Schools Engage in Collaborative, Strategic Problem Solving*, Policy Brief, The Center for Comprehensive School Reform and Improvement, April 2005 *Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 5A, available at www.centerii.org	August 2010	On-going
3:A-C, 6C	Student Advisory Committee: student representatives from each demographic group	At present, Pace had no consistent feedback mechanism for student input. In addition, CNA ANOVA tests found a correlation between students who felt that administrators listened to them and truancy: those who felt listened to had 50% less truancies. The correlation was much	Donna Marie San Antonio, *Understanding Students' Strengths and Struggles*, Educational Leadership, The Association for Supervision and Curriculum Development, April 2008, Volume 65, Number 7. *Handbook on Effective Implementation of School Improvement Grants,*	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

		stronger with students who felt that teachers listened to them: those who felt ignored by teachers had nearly double the truancies of a student who felt listened to. In fact, students perceiving teachers listened to them had statistically significantly higher GPAs and were half as likely to repeat a grade.	*Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 9, available at www.centerii.org		

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**	031-901 _____ County-District No. _____ Amendment No.

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

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1:B, 4:A-C, 6:A,B for all below	Modified Schedule: an adjusted school schedule with modified blocking (2 days a week) that provides extended periods for differentiated instruction and student-centered learning	At-risk and ELL students (subpopulations which will be increasing) need a greater variety of instructional techniques and differentiation, made possible by having an extended class period weekly for more in-depth, student-centered lessons. CNA data revealed that the ELL subpopulation will increase 50%, a subpopulation which historically has underperformed by 110 points, all other factors held equal, and At-Risk students, who are increasing as a percentage of the student body, to 77% total, underperform by 120 points. Effective interventions need to take place with this very effective tool for increasing student learning time.	Payne, Ruby, Nine Powerful Practices, Educational Leadership, The Association for Supervision and Curriculum Development, April 2008, Volume 65, Number 7. Seifert E.. H. and Beck, J. J. (1994). Relationships between task time and learning gains in secondary schools. Journal of Educational Research, 7, 5-10. Hackmann. D.G. and Waters, D. L. (March 1998). Breaking away from tradition: The Farmington high school restructuring experience. NASSP Bulletin, 83-92. Queen, J. A. (2000). Block scheduling revisited. Phi Delta Kappan 82, (3). 214-222. Skrobarek, S. A. et. al. (1997). Collaboration for instructional improvement: Analyzing the academic impact of a block scheduling plan. NASSP Bulletin,(81) 101-111. Rettig, M. D. and Canady, R. L. (1996). All around the block: The benefits and challenges of a nontradional school schedule. School Administrator (53), 8-14. Phone conversation with J Scala, National Center for Response to Intervention, 5/18/2010	August 2010	On-going
	RTI: PACE Period allows for intervention and relationship building with teacher mentors,				
	Other activities, research, and rationale can be found in the other CSF topic sections regarding the PACE Period: See CSF 1,2,3,and section D.				

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

See CSF 1,2	*Tutorials and summer academies, as mentioned to in other CSFs fit also into this CSF.*	See CSF 1,2	See CSF 1,2	August 2010	On-going
1:B, 4:A-C	Acquiring 6 more transportable laptop devices for classroom use, Computers-on-Wheels, or COWs	Availability of computers in the classes allow for greater variety of instructional techniques, especially in extended period settings. A technology audit revealed that Pace has insufficient computers that can be transported easily to classrooms to meet these demands.	Marc Prensky, Turning on the Lights, Educational Leadership, The Association for Supervision and Curriculum Development, March 2008, Volume 65, Number 6. Mark Warschauer, Going One-to-One, Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006,Volume 63,Number4 Harold Wenglisnsky, The Bottom Line, Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006, Volume 63, Number4 Marc Prensky, Listen to the Natives, Educational Leadership, The Association for Supervision and Curriculum Development, December 2005/January 2006,Volume63,Number4.	October 2010	October 2012

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3:B,C; 5:B	Create a Community Team, chaired by the Parent Outreach Coordinator (a current FTE), and consisting of 2 teachers, 4 parents, and 4 students, the Community in Schools representative, local probation officer, and the drop-out specialist	Pace's community outreach has historically been lacking, and the response from the community through the CNA has verified this. A Community team will ensure community and family stakeholders are included in school decision-making and school feedback. CNA Analyses demonstrated that Pace was lacking a solid community outreach program. Even with staff in place, roles were nebulous and difficult to coordinate. As a part of a healthy school outreach program, to help raise the current reputation of the school with parents, and task force needs to be assigned to move the initiative forward. The CNA revealed that parents were not satisfied with the school's reputation (only 39% were satisfied), concerned about safety, and were disappointed in the parental outreach, specifically phone calls home (only 40% were satisfied).	*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 4F,9, available at www.centerii.org	August 2010	On-going
5:A-C	Implement Parent and Community Center		*Parent & Community Center Preventing Early Adolescent Substance Use: A Family-Centered Strategy for the Public Middle School,* Prevention Science, Publisher Springer Volume 3, Number 3 / September, 2002, Pg 191-201 *Preventing School Failure* Issue: Volume 48, Number 3 / Spring 2004 Pages: 24 - 34 *A Model for Involving Parents of Children With Learning and Behavior Problems in the Schools* Craig Darch A1, Yu Miao A1, Peggy Shippen A2	August 2010	On-going
5:A-C	Parent surveys to gauge interest and need must be administered	As a metric of our CNA and a measurable goal, parent perceptions of the school need to be administered at least semi-annually. Prior to them most recent CNA very little data was available about the parents at Pace.	*Families and schools in a pluralistic society,* Nancy Feyl Chavkin, SUNY Press: 1993. Chapter: *Minority Parents and the Elementary School: Attitudes and Practices* by Nancy Feyl Chavkin and David L Williams, Jr, pp 73-84	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

			Preventing School Failure Issue: Volume 48, Number 3 / Spring 2004 Pages: 24 – 34 *A Model for Involving Parents of Children With Learning and Behavior Problems in the Schools* Craig Darch A1, Yu Miao A1, Peggy Shippen A2		

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**	031-901 County-District No. Amendment No.

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

5:A-C	Speakers, health fairs, classes for parents and students,	As a means to create rapport with the community and with parents, the school is going to offer classes and speakers and workshops as it had in the past. This idea was generated with the help of both parent focus groups in the CNA, and teacher input meetings regarding the implementation of the transformation model.	*Families and schools in a pluralistic society*, Nancy Feyl Chavkin, SUNY Press: 1993. Chapter: *Minority Parents and the Elementary School: Attitudes and Practices* by Nancy Feyl Chavkin and David L Williams, Jr, pp 73-84 TESL Canada Journal, Volume 11, Issue 1, 1993 *Linking Home, School and Community Literacy* Events Margaret Early, Lee Gunderson Journal of Education Reports 2002-2003, Vol 15, No. 6 PROJECT ACADEMIA XOCHIQUETZAL DE BENAVIDEZ ELEMENTARY 1998–2003	August 2010	On-going
5:A-C	Monitoring at-risk students and organizing community services to support them, use of probation officer	A probation officer is to be kept on hand to serve as a civil mentor for students with court orders.	*Preventing School Failure* Issue: Volume 48, Number 3 / Spring 2004 Pages: 24 – 34 *A Model for Involving Parents of Children With Learning and Behavior Problems in the Schools* Craig Darch A1, Yu Miao A1, Peggy Shippen A2	August 2010	On-going

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6:A-C	One lunch period to encourage extra-curricular participation	CNA analysis showed that 9th graders, who have the highest risk of failing and the lowest academic performance, are not likely to participate in school extracurricular clubs. Statistical analysis of performance for Pace revealed that, ceteris paribus, on average students who participate in non-sport extracurricular activities score 35 points higher on TAKS scores. To encourage this positive correlation and more school. Added to this effort, truancy increases dramatically around the lunch periods, as discovered from student interviews, as students are prone to skip when friends have lunch.	BA Broh, *Linking extracurricular programming to academic achievement: who benefits and why?* - Sociology of Education, 2002. *The role of extracurricular activities in education* PA Haensly, AE Lupkowski, EP Edlind - The High School Journal, 1985 *Secondary school extracurricular involvement and academic achievement: A fixed effects approach* S Lipscomb - Economics of Education Review, 2007 *Participation in School-Based Extracurricular Activities and Adolescent Adjustment.* N Darling, LL Caldwell, R Smith - Journal of Leisure Research, 2005	August 2010	On-going
CSF 6:A-B,	Creating a closed campus	CNA results showed increased tardiness and truancy around the lunch period, as students were wont to leave campus and not return, or leave and go to the nearby Oliveira Park. Student, teacher, and parent data all confirm that the nearby Park serves as a catalyst to negative behaviors.	District best practice, other schools have implemented. Case studies have shown both positive and negative consequences, however, as a deterrent to go to the nearby park, some benefits are evident. *The closed campus approach: a case study of one middle school* CJ Bosch - 1998	August 2010	On-going
CSF 6:A-B, 7:B	Increasing security and the effectiveness of disciplinary procedures, instituting and reinforcing a unified set	Critical components of the schools disciplinary system are broken. CNA results reveal that both students and teachers	R Vanderslice. *Developing Effective In-, School-Suspension Programs*, (1999). F Patterson. *In-school*	August 2010	Training to be finished in the 2010-

Copyright© Texas Education Agency. All rights reserved.

	of school rules. Training on In-school Suspension and Behavior management for ISS teachers, security officers, and hall monitors to create a more integrated disciplinary system. ISS will have curriculum submitted by strands a week in advance, a formal set of rules, and, with trained disciplinarians, character remediation.	acknowledge that the discipline system does not curb behavior. The teacher survey revealed that confidence is lacking in some aspects of administrative discipline. Students acknowledge that ISS is "fun" and is often more desirable than class. Teachers, without coordination, rarely submit work to the ISS teachers, who feel little support from the rest of the faculty. Hall monitors and security are often ignored by students, as revealed from student interviews and focus groups.	*suspension rehabilitates offenders,* NASSP Bulletin, (1985). J Sheets. *Designing an Effective In-School Suspension Program to Change Student Behavior*, NASSP Bulletin, (1996). J Burns. Keys To An *Effective In School Suspension Program*, from ezinearticles.com retrieved 3/15/2010 *Designing an Effective In-School Suspension Program.* Clearing House, 00098655, (2003) Jan/Feb2003, Vol. 76, Issue 3		2011 school year, changes to be on-going

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

1:C, 2:B, 3:B, 4:A,B, 5:A, 6:A-C	A system of Positive Behavior Support (PBS), including an emphasis on decreasing truancy and tardiness (and thereby increasing instructional time) through changes	From student focus groups, the value of being praised came across strongly. In fact, in multiple regressions across demographic data, survey data, and academic data, many regressions showed a positive, statistically significant value for students who identified as feeling that they felt successful, or that they felt that they were good students, even after accounting for academic performance, demographics, and behaviors. Having a system of positive interventions could dramatically improve some of the climate issues at Pace High.	Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., *A (in press) Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools.*Journal of Positive Behavior Interventions. Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008)*.Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial.*Education and Treatment of Children, 31, 1-26 *Is School-Wide Positive Behavior Support An Evidence-Based Practice?* March 2009, pbis.org Cheney, D., Flower, A., Templeton, T. (2008). *Applying response to intervention metrics in the social domain for students*	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

			at risk of developing emotional and behavioral disorders.Journal of Special Education, 42, (2) 108-126.		

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**	031-901 _____ County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

1:A-C, 2:A-C, 3:B-C, 4:A,B, 5:A, 6:A-C, ,7:B	Summer Start-up to help students successfully transition from middle to high school; on first year, to transition into Transformation model, and understand the changes that are taking place	Through the CNA surveys and statistical analyses, the serious need for a culture shift at Pace came across loud and clear. Research generally agrees that changing culture quickly is difficult, and requires everyone to be on board, however, a monumental change, such as a schedule change, lunch modifications, boundary changes, can be cosmetic enough that they sensed by the entire student body. Because of this, we needed to create a shift in school culture immediately: it could not wait a year. The transformation needs to be catalytic to the culture shift. The surveys and interviews indicated a culture of complacency among some teachers and students, and a lack of respect for established rules. It also indicated strains of low expectations and standards. The summer culture camp start up is to introduce the "new Pace" to the students, and it will continue in smaller fashion in the years to come, but only for the incoming freshmen. CNA data showed that 9th graders are a very crucial demographic, and early warning systems need to intervene. As such, part of the summer start-up will be giving indicative diagnostics, to	Craig D. Jerald, School culture "The Hidden Curriculum", Issue Brief, The Center for Comprehensive School Reform and Improvement, December 2006. Terrence E. Deal, Kent D. Peterson *Shaping School Culture: Pitfalls, Paradoxes, and Promises* second edition, John Wiley and Sons, Jossey-bass publishing, San Fransisco, CA, 2009. *Shaping School Culture*, Excerpts from an interview with Dr. Kent Peterson, Apple Learning Exchange, as found at http://ali.apple.com/ali_sites/ali/exhibits/1000488/ University of Illinois at Urbana-Champaign (2008, October 16). *10 Years On, High-school Social Skills Predict Better Earnings Than Test Scores*. ScienceDaily. Retrieved May 25, 2010, from http://www.sciencedaily.com/releases/2008/10/081015120749.htm Phone conversation with Jennifer Scala, National Center for Response to Intervention, 5/18/2010	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

		immediately begin intervention.			

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**	031-901 _____ County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

6:A-C	Emphasis during PACE Period, where students will receive enhanced support and instruction in character development	According to administrative interviews, lack of character development is endemic among dropouts. To decrease this and increase college preparedness and social readiness, part of the PACE period will involve a curriculum of character development.	University of Illinois at Urbana-Champaign (2008, October 16). *10 Years On, High-school Social Skills Predict Better Earnings Than Test Scores*. ScienceDaily. Retrieved May 25, 2010, from http://www.sciencedaily.com/releases/2008/10/081015120749.htm New Research on High-Performing, High-Poverty Schools, Newsletter, The Center for Comprehensive Reform and Improvement, April 2005.	August 2010	On-going

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1:A-C, 2:A-C, 7:A-C	Enhanced Appraisal System based on the following portfolio of information.	The district fully implements the state's Professional Development and Appraisal System (PDAS) as the approved instrument for teacher and administrator assessment. The district shepherd and TT will continue working cohesively with teachers to implement an enhanced appraisal system called iCARE (Instruction, Character, Accountability, Research, Excellence) that is aligned to the PDAS criteria and domains and inform and drive the yearly district-mandated evaluation. Research indicates that consulting multiple measures of teacher quality provides the best picture of teacher improvement. Having consulted with teachers and administrators, the CNA indicated that PDAS is not a sufficient measure of teacher quality. The campus then met with teachers, researched, and corresponded with Dr. Brian Gong at the National Center for Assessment in developing the teacher appraisal system. This column applies to all data on this page.	*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 6, All, available at www.centerii.org Sam Redding, *Director Center on Innovation and Improvement* in the *Academic Development Institute*, Personal correspondence, 5/18/2010	August 2010	On-going
1:A-C, 2:A-C, 7:A-C	1) Instruction: multiple, ongoing observations focused on best-practices and differentiation;			August 2010	On-going
1:A-C, 2:A-C, 7:A-C	2) Character: contributions to the school environment and community and parental outreach;		*Improving Teacher Retention with Supportive Workplace Conditions*, Newsletter, The Center for Comprehensive School Reform and Improvement, June 2007. John Holloway, *Research Link/Linking Professional Development to Student Learning*, Educational Leadership, from the Association for Supervision and Curriculum Development, November 2003, Vol 61, Number 3.	August 2010	On-going
1:A-C, 2:A-C, 7:A-C	3) Accountability: a value-added measure of student performance based on state assessments, as well as state and campus-developed formative and end of course assessments;		Brian Gong, President of the *National Center for the Improvement of Educational Assessment*, Personal correspondence 5/12/2010-5/27/2010	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

1:A-C, 2:A-C, 7:A-C	4) Research: a professional portfolio consisting of best-practice lesson plans, data analysis, logs of professional development, and collaboration and participation in Professional Learning Communities (see objective 5); and	Continuation from previous page	Richard DuFour, *What is a "Professional Learning Community"?*, Educational Leadership, from the Association for Supervision and Curriculum Development, May 2004, Vol. 61, Number 8. *Maximizing the Impact of Teacher Collaboration*, Newsletter, The Center for Comprehensive School Reform and Improvement, March 2007 Craig Jerald, *Planning that Matters: Helping Schools Engage in Collaborative, Strategic Problem Solving*, Policy Brief, The Center for Comprehensive School Reform and Improvement, April 2005 *Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 6, All, available at www.centerii.org	August 2010	On-going
1:A-C, 2:A-C, 7:A-C	5) Excellence: teacher self-inventory and development plans of action, which will be aligned with research best practices. The result will be an annual rating of Ineffective, Somewhat Effective, or Effective. Teachers rated Highly Effective will be eligible for yearly stipends throughout the term of the grant in the amount of $2,000/year		*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and Improvement* in the *Academic Development Institute,* Chapter 6, All, available at www.centerii.org	August 2010	On-going
	Training in year 1 of the grant for all evaluators to ensure effective appraisal techniques and	To ensure fairness and fidelity with increased observations and increased observers, it is	*Handbook on Effective Implementation of School Improvement Grants, Center on Innovation and*	August 2010	On-going

Copyright© Texas Education Agency. All rights reserved.

	fidelity in observation	necessary that all evaluators be trained.	*Improvement* in the *Academic Development Institute,* Chapter 6, All, available at www.centerii.org		

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**	031-901 _____ County-District No. _____ Amendment No.

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

7:C	Recruitment brochures for recruiting high quality staff	Although the LEA has primarily taken the responsibility of recruitment, as Pace is losing teachers this year to the opening of a new school, the need for in-house recruitment is more apparent. The first step is to provide a source of information for other schools. This will eventually be followed by a more extensive recruitment and interview process.	*Improving Teacher Retention with Supportive Workplace Conditions*, Newsletter, The Center for Comprehensive School Reform and Improvement, June 2007. John Holloway, *Research Link/Linking Professional Development to Student Learning*, Educational Leadership, from the Association for Supervision and Curriculum Development, November 2003, Vol 61, Number 3.	Nov 2010	On-going
1:A,C, 2:A-B, 4:A, 7:A-C	Extended day training for all teachers	According to the research of having longer class periods, the major downfall of implementation comes from teachers' inability or unwillingness to vary instruction for the expanded class period. To avoid this pitfall, extended day training will be mandatory for all staff	Seifert E.. H. and Beck, J. J. (1994). Relationships between task time and learning gains in secondary schools. Journal of Educational Research, 7, 5-10. Hackmann. D.G. and Waters, D. L. (March 1998). Breaking away from tradition: The Farmington high school restructuring experience. NASSP Bulletin, 83-92. Queen, J. A. (2000). Block scheduling revisited. Phi Delta Kappan 82, (3). 214-222. Skrobarek, S. A. et. al. (1997). Collaboration for instructional improvement: Analyzing the academic impact of a block scheduling plan. NASSP Bulletin,(81) 101-111. Rettig, M. D. and Canady, R. L. (1996). All around the block: The benefits and challenges of a	August 2010	October 2010

Copyright© Texas Education Agency. All rights reserved.

			nontradional school schedule. School Administrator (53), 8-14. Phone conversation with J Scala, National Center for Response to Intervention, 5/18/2010		

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	031-901 _____ County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

7B	ELL Instruction Training, for all teachers	Because English Language Learners (ELLs) constitute one of the campus groups' most at-risk for failing to achieve high standards or graduation, and particularly because the ELL population is projected to increase by nearly 50% next school year due to campus boundary realignment, concern to intervene with this subpopulation is great.	Deborah Short and Jana Echevarria, Teacher Skills to Support English Language Learners, Educational Leadership, The Association for Supervision and Curriculum Development, December 2004/January 2005, Volume 64, Number 4.	October 2010	October 2011
CSF 1:A-B, 2:B, 3:C, 7:A-C	AP Training for Content Teachers, SPED trainings, student motivation trainings, student centered learning trainings, and differentiated instruction training.	In order to establish a culture of higher expectations that prepares for higher education, increase the teachers' content area knowledge, enhance the rigor of regular as well as AP classroom instruction, and provide a pool of qualified AP teachers to increase the number of AP courses offered on campus. See CSF 1 for more details about Pace's CNA findings on college readiness. The needs for these trainings, considering the vast changes being made at Pace are self-evident. With large enough changes, administration and teachers feel that even some of the more tenured teachers would be open for changes and self-critique.	Johnny Brown, *Building Rigor into Every Lesson in Every Classroom*, presentation given on August 21, 2007 at Department of Curriculum, Instruction, and School Leadership, District Wide Professional Development program. Paul E. Barton, *Why does the Gap Persist*? Educational Leadership, The Association for Supervision and Curriculum Development, November 2004, Volume 62, Number 3	August 2010	August 2011

Copyright© Texas Education Agency. All rights reserved.

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	031-901 _____ County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

CSF 1:A-B, 2:B, 3:C	All instructional staff will take part in National Writing Initiative training	This aims to enhance literacy skills by instructing and teaching writing across the content areas, to develop more horizontally aligned curriculum, and providing a writing component that can be used as intervention for all students during the PACE Period. CNA statistical analyses reveal that students' performance on the ELA TAKS was not highly correlated with the performance on the other TAKS exams.	Ruie Jane Pritchard, *Effects on Student Writing of Teacher Training in the National Writing Project Model*, North Carolina State University, Written Communication, Vol. 4, No. 1, 51-67 (1987) Linda Friedrich, Kyle Shanton, Marilyn McKinney, Tom Meyer, *Composing Literacy Leadership in Professional Development: New Meanings of Practice and Process*, May 13, 2010, National Writing Project website, www.nwp.org. *NWP 2008 Research Brief: Writing Project Professional Development for Teachers Yields Gains in Student Writing Achievement*, August 27, 2008, National Writing Project website, www.nwp.org.	August 2010	August 2011

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2:B-C, 3:A-C	Counseling center: Both students and teachers expressed concern that the counseling center is overburdened. Students lose valuable instructional time waiting long periods to see counselors and experience instructional disruption due to frequent schedule changes.	CNA results reveal a general dissatisfaction about the counseling center among faculty: only 25% of teachers felt that the counseling center is effective, and 45% feel that the counseling center effectively prepares students. On average, from student surveys, students lose	*Can I get a little advice here?* Public Agenda, Bill and Melinda Gates Foundation, March 2010. Christine Ward, Tim Grothaus and Catherine Tucker, *Another View of Counselors*, March 22, 2010, Inside Higher Ed American Counseling Association, http://www.counseling.org	August 2010	Training to be finished in the 2010-2011 school year, changes to be on-going
All CSFs	Campus visits to schools with successful implementations of above practices, including ELL, SPED, and other targeted areas	Through the creation of this grant, Pace has been humbled by the outstanding examples of many other Texas schools, and desires their tutelage.	TEA Best Practices Clearinghouse, various	January 2011	June 2013
Other, 2:A-C,	Giving each student an account to an online grade book, to check grades consistently during PACE Period, along with a student USB drive to maintain electronic records and data of personal performance.	To help instill accountability, students needed to know by what they were being held accountable. CNA results indicated through ANOVA tests that students who knew what their grades were score almost a full letter grade higher (roughly 0.9 points) in their GPAs. Not knowing grades also had a high correlation with truancy.	Brian Gong, President of the *National Center for the Improvement of Educational Assessment*, Personal correspondence 5/12/2010-5/27/2010	August 2010	On-going

Add additional pages as needed.

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 4: Waiver Requests

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

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

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

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

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #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

BISD and Pace High School will implement a two-step process to provide continual monitoring and improvement of grant activities:

1) **Implement structures and processes to solicit feedback and monitor progress on an ongoing basis.**

Organization of teams at the district, campus, and instructional levels with tiered responsibilities to provide clear channels for oversight, communication and feedback.

District: The district shepherd is the LEA-designated individual charged with providing district oversight and support throughout the term of the grant. Pace High School has already developed a strong working relationship with this individual through frequent prior collaboration. The district shepherd will participate monthly in campus Transformational Team meetings (see below) and review the quarterly and end of year implementation reports.

Campus: To facilitate communication and decision-making, a school Transformational Team (TT) will be formed, chaired by the principal and including the dean of instruction, TTIPS project manager (PM), the chair from each instructional department, the Parent Outreach Coordinator, and other support staff as determined by the principal. To ensure continuous oversight and support, the TT will meet twice a month for not less than one hour each meeting, with agendas and minutes maintained in an available file by the principal. Minutes will be kept on file by the principal, with a copy provided to the district shepherd. The TT will:

- Monitor the effectiveness of the transformational program, and recommend modifications to strategies for increased efficiency;
- Review all data related to student achievement, including formative, benchmark, and summative data, to recommend adjustments in the curriculum, scheduling, and interventions for students;
- Assess, plan, implement, and monitor effective practices via the teacher and principal evaluation system, the integrated data/early warning system, job-embedded professional development, and the campus Response to Intervention and Positive Behavior Supports; and
- Administer and implement the ongoing campus needs assessment with input from SIRC and other providers.

The PM will work continually to support communication between the TT and instructional teams and SIRC and other collaborators. Department chairs will head each instructional content-area, with teachers further grouped into subject-specific instructional teams. Team Leaders, as well as Department Chairs, will be selected based on performance and effectiveness, and will facilitate communication between the teachers, PM, and TT. Core-area teams will meet daily for no less than 30 minutes; agendas, meeting minutes, and attendance will be kept by the Strand Leader, turned in monthly, and reviewed by the principal. To further facilitate feedback and communication, Department chairs will attend the bi-monthly TT meetings.

Students, Parents and Community: A Community Team will be organized, chaired by the current Parent Outreach Coordinator (a current full time employee), and also including 4 staff members, 4 parents, the Community in Schools representative, local probation officer, drop-out specialist, at risk counselors, and teachers focused on at risk student groups. They will meet no less than twice a month for 60 minutes. Meeting agendas and minutes will be kept, turned in monthly, and reviewed by the principal. The Parent Outreach Coordinator will represent the Community Team at the TT meetings. A Student Advisory Committee will include 20 students representing extra- and co-curricular organizations, all student demographic groups, and student leadership representatives. This group will be chaired by the principal, and will meet once a month to collect student feedback and ensure communication between school administration and students. The minutes from these meetings will be kept on file with the principal, who will communicate the results with the TT.

2) **Identify and correct program deficiencies to ensure continual improvement.**

The TT, PM, and Instructional teams will each have responsibilities for monitoring and suggesting improvements to specific transformational activities. The implementation of the integrated data system, along with PM and other provider trainings on data utilization and disaggregation will increase the rigor and detail of communication and decision making. Interim reports to TEA, as well as quarterly internal evaluations of campus progress will ensure that the transformation al model is on track and, if needing correction, is constantly improved. Interim district goals, such as these recommended by the district, will be a driving factor in the measuring progress for the quarterly internal evaluations and throughout the transformational process: **1) Academic Performance:** Reading/ELA, math, & science district and campus benchmarks, TAKS reading/ELA, math, & science commended & passing levels for all students, for LEPS, and for Sp. Ed. **2) Quality data to drive instruction:** Charts, graphs, and lists of regrouping, increased instructional time, etc. based on district & campus benchmark results, TELPAS & AMAO changes. **3) Leadership effectiveness** Number of training sessions attended by principal, assistant principal, & dean/facilitator. Teacher leader trainings. **4) Increase learning time.** Number of extended day/week/year and zero period opportunities for students, Number of students participating in sessions. Extended day/week/year & zero period curriculum review and evaluation. **5) Increase parent/community involvement:** Number of sessions, types of sessions, and number of participants for parents/community. **6) Improve school climate:** percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities. **6) Increase teacher quality:** increases in number of administrator & teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings.

Copyright© Texas Education Agency. All rights reserved.

M. Hardy
by telephone/e-mail/FAX
on 8/30/10
by K Cogdell of TEA.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

031-901
County-District No.

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

BISD will use the results of the formative evaluations to improve the grant program. At the district level, the formative evaluation is that outlined in schedule #4C part 3, which will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA. The district's Cluster Area Assistant Superintendent/district shepherd will meet with the campus administration and/or teacher leaders as appropriate to review and provide feedback on campus and district reading/ELA, math, and science benchmark results and the instructional and professional development decisions made as the result of those pieces of assessment data. Thus, the formative evaluation measures, in short intervals, how effectively the campus is using the quality data and whether or not it is driving instructional decisions on a daily basis. Although leadership effectiveness may be more difficult to ascertain on a short-interval basis, disaggregation of data and the making of data-driven decisions are both on-going job embedded leadership professional development activities. So is resourcefulness in the allocation of additional time and funds to support areas of need revealed by the constant and consistent disaggregation of data.

Thus, the district shepherd will be able to use these indicators as formative evaluation tools for leadership effectiveness in his meeting with the Transformational Team. Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in extension programs as well as indirectly via improvements in benchmark test results from administration to administration. Again, the success of extended learning opportunities will be an indicator of the leadership's effectiveness and groupings and curriculum for these opportunities will reflect the quality of use of data to drive instruction. The short-interval effectiveness of parent/community involvement increases and improvements in school climate will also be a topic of discussion every 3-4 weeks when the district shepherd meets with the campus to discuss progress towards goals. Discussions will result in decisions as to whether or not the campus is on target or needs to strengthen each activity/initiative dedicated to these two components.

Finally, although BISD's teaching force is currently 100% highly qualified as per federal guidelines, the CSF of increasing teacher quality will be measured via the formative evaluation by items such as: walkthrough data collection, improvements in benchmark results, implementation of training on instructional strategies, use of technology, etc. in alignment with the on-going job embedded professional development in which all faculty are participating.

Also, Pace will use the management structures and data tools mentioned in these pages to continually monitor the effectiveness of the activities in achieving the goals and objectives of the project, as well as the impact of the project activities on the participants. This will be obtained through continuous CNA activities, feedback, data measurement and surveys of parents, teachers, administrators and other stakeholders.

Working with the district, the campus will conduct evaluations to ensure initiatives are being implemented with fidelity, and that they are having the intended outcomes. The early warning system will be a key way for embedding a tool to continually monitor these initiatives.

The campus will also implement monitoring tools to evaluate the effectiveness of planning, level of collaboration among partners, effectiveness of communication at all levels of the project, levels of involvement by individuals on all levels, the effectiveness of professional development activities, curriculum effectiveness, and instructional strengths. These will be measured through such instruments as interviews, surveys, the teacher appraisal system, inspections by curriculum specialists, feedback from expert providers, and other measures as determined by the school and district.

This feedback will be used to continually improve the transformational model to constantly increase student outcomes, not only during the creation of quarterly and annual reports and action plans, but on an ongoing basis.

Copyright© Texas Education Agency. All rights reserved.

K 8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

BISD and the campus agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. The LEA will develop a process for data collection and methods will be technology driven to the greatest extent possible.

Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries/sign in sheets/agendas submitted on-line to the degree possible to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as campus reports to the district shepherd with details regarding the successes and challenges of project collaboration. Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology, etc. Data regarding the quality and type of curriculum used, instruction delivered, and increases in learning time will be derived from district and campus benchmark testing results. Any products or documents developed as part of the project will be evaluated by the district's appropriate central office department.

Strengths and weaknesses of the project design, implementation, and evaluation will also be reflected via these data collection methods and components described here. The quality and level of communication with and reporting to management on the progress of the project and any problems encountered will also be reflected via the data collection methods described above because data collection components will include items such as: 1) on time/late submission, 2) complete/incomplete submissions, and 3) level of meeting formative goal/s, etc. Ultimately, the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by the meeting or not meeting each year's progress goals and performance objectives.

The majority of this data will be collected via the SIRC customized performance management system or a similar data collection tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, Board of Trustees, Superintendent, central office personnel, campus staff, parents, and community will have access to the data via on-line documents.

In addition, data will be disaggregated by students (examining their own data), teachers, instructional teams, departments, the PM, and Transformational Team (TT). This process will be facilitated by trainings for teachers, the integrated data system, student access to data, implementation of formative, interim, and summative assessments across the campus (including benchmarks). Teachers will receive support from the PM in data disaggregation, which will be broken down by objective, student, and subpopulation areas. Information will be submitted to the proper channels so that the TT has access to the data needed to guide the transformation process.

Data will be used to improve instruction as teachers meet daily in content area instructional teams to analyze data. They will note trends, use the data to inform the action research of the Professional Learning Communities, track data in for the portfolio in the teacher appraisal system, and use data to make changes in curriculum, instructional techniques, and other practices.

Because data will be communicated across the campus, individuals at all levels will be able to use the data to obtain continuous improvement results. Individual students can improve their performance based on tracking their own progress through formative, interim, and summative assessment. For teachers, improvement will come as they utilize the results of data to modify classroom decisions. For departments, curriculum improvements and unit alignment can be improved through data. The campus as a whole can also improve the responsiveness of its Response to Intervention, Positive Behavior Supports, Professional Development plans, and other transformational activities by using data to inform decisions as each 90 day action plan is completed. The next section gives an example of how data will drive continuous improvement through dynamic feedback mechanisms aimed at maximizing student outcomes.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

Pace High School and BISD will consult with all relevant stakeholders regarding the campus performance goals. Groups participating in the development of the goals include:

- Teachers
- Administrators
- The Dean of Instruction
- Principal
- District Shepherd
- Support Staff
- Students
- Parents and community members.

As described on in Schedule #4C, Section A, decision making organizations have already been designed to ensure constant feedback from all stakeholders throughout the transformation process. Pace views this input as vital, understanding that true transformation requires buy-in and support on all levels. Thus, Pace has set a strong start for the initiative through a thorough, time-intensive CNA that consulted all available resources in the time-window permitted by the application deadline. In addition, Pace plans to continue consulting and gathering feedback and input at all levels, recognizing the importance of internal and external feedback mechanisms being embedded at all levels of the transformation model.

Based on these guiding principles, Pace understands that setting performance goals is a dynamic process, one that requires feedback and adjustment constantly to improve performance. Through correspondence with Dr. Brian Gong at the National Center for Assessment, Pace developed an action plan for developing campus performance goals:

1) **Work with the district, SIRC and other experts to set ambitious and attainable goals.** These goals will be aligned with TEA Critical Success Factors, as well as research-based indicators of progress and improvement possible through effective transformation activities.

2) **Determine initial campus performance measures the campus will track.** Pace will work with the District to collaborate in determining the performance measures that target the specific campus needs identified through the Comprehensive Needs Assessment.

3) **Determine the appropriate assessment instrument and tools to measure progress towards the campus performance measures selected in part 2.** Pace will identify the specific data needed to track progress towards goals (e.g., benchmark, attendance, behavior data), recognizing that the performance measure may best be monitored through secondary influencers. If these measures need to be designed, this will be carried out by the Transformational Team and Project Manager. It is anticipated that the integrated data system scheduled for purchase in year 1 will greatly facilitate this process, increasing the available assessment instruments to improve measuring and tracking.

4) **Allocate responsibility to appropriate individuals (e.g., teachers, counselors) for collecting data from the designated assessment instruments and tools.** Once performance measures and monitoring instruments have been put in place, Pace and the District will determine who is best qualified and positioned to collect the monitoring data on a daily, weekly, or monthly basis. These individuals will have the opportunity for input, and receive clear assignments regarding the collection of appropriate data.

5) **Provide support during the duration of the measurement period.** The PM and instructional lead teachers will be key players in providing support to teachers in collecting data. This step ensures greater chances for success, and will also facilitate feedback throughout the assessment period.

6) **Collect interim data on a timely basis.** The TT and PM will oversee collection of information to ensure timely responses.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

7) **Analyze data and assess the degree to which the campus is on or off track.** This will be a joint effort between Pace, the District, SIRC, and other experts. The collected data will be analyzed to determine if Pace is on target to meet transformational performance goals.

8) **Use these measures to set new interim goals to sustain and accelerate previous gains.** Pace will analyze the results to determine if any adjustments need to be made to the steps above, and set interim goals to help the campus continue its improvement process.

This is an ongoing process necessary that, when implemented, ensures the campus continually has performance goals are attainable and suited to the needs of the transformation model.

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 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: improve passing percent**	TAKS Gr. 9, 10, EXIT Reading/ELA	91%	93%	95%	97%
2	**Improve Student Achievement in Mathematics: improve passing percent**	TAKS Gr. 9, 10, EXIT Math	76%	82%	88%	94%
3	Increase student achievement in science: : **improve passing percent**	TAKS Gr. 9, 10, EXIT Science	80%	85%	90%	95%
4	Narrow gap between LEP and Special Education each and all students tested: TAKS Reading/ELA, Math, Science.	TAKS, TAKS A & TAKS M Gr. 9-EXIT Reading/ELA, Math, Science	Spring 2010 baseline: DNA	-5% baseline	-10% baseline	-15% baseline
5	Increase commended performance rates: Reading/ELA, Math, Science	TAKS, TAKS A & TAKS M Gr. 9-EXIT Reading/ELA, Math, Science	For all tests 9th: 9% 10th: 2% Exit: 7%	+10%	+20%	+30%

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 district benchmark test passing rates: Reading/ELA, math, and science.	District benchmark tests	70%	80%	85%	90%
3	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS.	TELPAS	Baseline: Attain: 37% Progress: 58%	+10% baseline	+10% baseline	+10% baseline
4	Reduce reading/ELA end-of-year report card failure rates.	StudentPLUS database	Spring 2010 baseline: DNA	-5% baseline	-10% baseline	-15% baseline
5	Reduce math end-of-year report card failure rates.	StudentPLUS database	Spring 2010 baseline: DNA	-5% baseline	-10% baseline	-15% baseline

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy. by telephone/e-mail/FAX on 8/30/10 by K Capell of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Achieve Recognized or Exemplary TEA Accountability Status.	AEIS	Recognized	Recognized or Exemplary	Recognized or Exemplary	Exemplary
2	Meet AYP requirements.	NCLB AYP	Stage 3 AYP	Meet AYP	Meet AYP	Meet AYP
3	Increase stakeholders' support of principal as instructional leader	Annual CNA Needs Assessment	Campus Spring 2010 Baseline: DNA	+10%	+15%	+20%
4	Increase participation in district & Region I workshops, on-line courses, pd seminars, etc.	ERO & Region 1 database	Spring 2010 baseline: DNA	90%	92%	95%
5	Comply with all SIRC Modified Transformation Project components, by adhering to all trainings, reports, snapshots and other requirements.	SIRC database	Subject to grant award: DNA	90%	95%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide extended day/week/RtI sessions for Reading/ELA all students and specifically for ELLP and Special Education students.	StudentPLUS database	Spring 2010 baseline/new activity: DNA	+10% baseline	+20% baseline	+30% baseline
2	Provide day/week/RtI sessions for math all students and specifically for ELLP and Special Education students.	StudentPLUS database	Spring 2010 baseline/new activity: DNA	+10% baseline	+20% baseline	+30% baseline
3	Provide day/week/RtI sessions for science all students and specifically for ELL and Special Education students.	StudentPLUS database	Spring 2010 baseline/new activity: DNA	+10% baseline	+20% baseline	+30% baseline
4	Provide summer academies for remediation & enrichment.	StudentPLUS database	Spring 2010 baseline/new activity: DNA	+3-5% baseline	+5-7% baseline	+7-9% baseline

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Harvey by telephone/e-mail/FAX on 8/20/10 by K. Cogdell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of yearly parent involvement activities on campus.	Meeting/ Training Agendas	40	+10	+10	+10
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	ave 12 parents/ activity	+20 baseline	+30 baseline	+40 baseline
3	Increase parent and community satisfaction with school.	Annual CNA survey	72%	80%	80%	80%
4	Increase depth of community involvement in school curriculum, including submission to KBSD for broadcasting.	Campus annual calendar	Spring 2010 baseline: DNA	+10 baseline	+15 baseline	+20 baseline
5	Increase parent and community volunteerism on campus.	Human Resources database	6 parent volunteers	+10	+15	+20

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 student attendance rates.	PEIMS	92%	96%	97%	08%
2	Decrease all student discipline referrals recorded in PEIMS.	PEIMS	781/year	-10 baseline	-20 baseline	-30 baseline
3	Increase teacher attendance rates.	Payroll dept. database	Spring 2010 baseline: DNA	+3% baseline	+6% baseline	+9% baseline
4	Increase stakeholders' perception of school climate.	CNA survey	50%	+10% baseline	+15% baseline	+20% baseline
5	Increase student participation in co-curricular and extra-curricular activities.	StudentPLUS database	60%	+3% baseline	+6% baseline	+9% baseline

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy. by telephone/e-mail/FAX on 8/30/10 by M Coppell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student centered instruction.	Eduphoria software / walkthroughs	Spring 2010 baseline: DNA	+20% baseline	+30% baseline	+35% baseline
2	Increase participation in District and Region I professional development sessions.	ERO & Region I software	Spring 2010 baseline: DNA	+5 %	+10%	+15%
3	Comply with all SIRC professional development components, as required by current transformation model and campus needs.	ERO software	Subject to grant award: DNA	90%	95%	100%
4	Increase use of technology in instruction.	Eduphoria Reading Smart TextHELP Criterion, etc. software	Spring 2010 baseline: DNA	+10% baseline	+20% baseline	+30% baseline
5	Increase teacher use of data to impact instructional decisions.	AEIS it WebCATT TMSDS software	Spring 2010 baseline: DNA	+10% baseline	+20% baseline	+30% baseline

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	Increase High School graduation rates.	AYP/TEA AEIS	76%	+5% baseline	+10% baseline	+15% baseline
2	Decrease dropout rates.	AEIS	Spring 2010 baseline: DNA	AEIS standard	AEIS standard	AEIS standard
3	Increase numbers of Sp. Ed. and ELLPS students graduating under Recommended High School Graduation Plan.	PEIMS	Spring 2010 baseline: DNA	+5% baseline	+10% baseline	+15% baseline
4	Increase high school completion rates.	PEIMS	Spring 2010 baseline: DNA	+5% baseline	+10% baseline	+15% /baseline
5	Increase numbers of AP students scoring 3,4,5 on ELA, math, and science AP tests.	AP test results	9%	+3 % points / baseline	+5 % points / baseline	+7 % points / baseline

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

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

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

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

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institution of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (Specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. Amendment No.

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

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No. _____ Amendment No.

Texas Title I Priority Schools Grant

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	☐	☐	☐
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	☐	☐	☐
P99	Other (Specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations.	☐	☐	☐
Q04	Other (Specify)	☐	☐	☐

Barrier: Other Barrier

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

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/32/10 by K. Coppell of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Program Authority:
P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5
CFDA # 84.388A & 84.377A

Fund Code
ARRA (CFDA# 84.388A): **286**
Regular (CFDA# 84.377A): **276**

Project Period: ~~August~~ OCTOBER 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	$ 3,973,113	-	$ 272,070	$4,245,183
Professional and Contracted Services	5C	6200	$ 606,645	-	$ 57,575	$ 664,220
Supplies and Materials	5D	6300	$248,724	-	$ 369,040	$ 617,764
Other Operating Costs	5E	6400	$99,954	-	$ 8,145	$108,098 108,099 KC 9/2
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	$289,560	-	-	$289,560
Total Direct Costs			$ 5,217,996	-	$ 706,830	$5,924,826
1.334% Indirect Costs				$75,174	-	$75,174

Grand Total

Total Budgeted Costs:	$ 5,217,996	$75,174	$ 706,830	$6,000,000

Administrative Cost Calculation 219960/3 = 73,320

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

Copyright© Texas Education Agency. All rights reserved.
K 8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Haney by telephone/e-mail/FAX on 8/30/10 by K. Cogdill of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 $2,000,000

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

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

* 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

Several notes should be made about budgeted costs.

Administrative costs: Pace High School is administering the budget through the use of on-campus staff, predominately through the use of extra duty pay for faculty and administrative teams. Far within the administrative cost limit, Pace extra-duty pay includes an average $28,792 per year for administrative costs, totaling $86,376. The actual distribution is weighed towards the first years, due to higher implementation work.

6100/Payroll: Estimates were made on summer trainings, during school trainings, embedded trainings, and other teacher systems as mentioned throughout the grant application, including a conservative estimate on teacher appraisal system financial incentives.

6200: After discussions with LEA regarding section 6219, several items, including an integrated data systems, tracking systems, and online grade book accounts were included as needing specific approval, even though similar programs do not require specific approval as mentioned in the grant application instructions. These programs can easily be moved to 6219 not needing specific approval and are in place due to conservative interpretations of the financial requirements.

6300: Approximately 80% of the supplies that do not require specific approval are going toward curriculum development and purchase for the response-to-intervention programs and PACE Period as mentioned in this grant application. Such an initial investment is intended to make the curriculum and program sustainable.

6400: Operating travel costs, such as mandatory training, conferences, and campus visits, were based off current gas, airfare, and per diem rates. As the advisory committee, or in this grant is referred to as the "Transformation Team", is not a uniform traveling body to all conferences and trainings, estimates for individuals who are part of that team who may be traveling are included in other subcategories.

6600: Costs of capitalized goods are estimated based on current market pricing, and was deducted before calculating indirect costs.

Pre-award Costs: Requested pre-award costs include funds to:

- Attend the mandatory TEA summer training in July;
- Prepare and run a weeklong summer jumpstart program prior to the start of school, with emphasis on accountability, character, and student achievement, maximizing the recent changes as an opportunity to change the entire school culture;
- Train teachers to ensure effective implementation of Year 1 initiatives, including the modified schedule and PACE enrichment period;
- Purchase curriculum materials needed for the PACE enrichment period, essential for the beginning of the year;
- Prepare materials and teacher training to implement the planned teacher appraisal system; and
- Allow the project manager and members of Transformation Team to prepare materials and training to ensure smooth implementation of Transformation interventions at the beginning of the school year.

Copyright© Texas Education Agency. All rights reserved.

K 8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Coppell of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #5B—Payroll Costs (6100)

Budgeted Costs

	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	9th grade initiative	4	-	-	$ 582,876
2	Educational Aide	-	-	-	-	-
3	Tutor	-	-	-	-	-
Program Management and Administration						
4	Project Director	-	-	-	-	-
5	Project Coordinator	-	-	-	-	-
6	Teacher Facilitator	-	-	-	-	-
7	Teacher Supervisor	-	-	-	-	-
8	Secretary/Administrative Assistant	-	-	-	-	-
9	Data Entry Clerk	-	-	-	-	-
10	Grant Accountant/Bookkeeper	-	-	-	-	-
11	Evaluator/Evaluation Specialist	-	-	-	-	-
Auxiliary						
12	Counselor	-	-	-	-	-
13	Social Worker	-	-	-	-	-
14	Child Care Provider	-	-	-	-	-
15	Community Liaison/Parent Coordinator	-	-	-	-	-
16	Bus Driver	-	-	-	-	-
17	Cafeteria Staff	-	-	-	-	-
18	Librarian	-	-	-	-	-
19	School Nurse	-	-	-	-	-
Other Employee Positions						
22	Title:	-	-	-	-	-
23	Title:	-	-	-	-	-
24	Title:	-	-	-	-	-
25	Title:	-	-	-	-	-
26				**Subtotal Employee Costs**	$ -	$582,876
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			$ -	$ 496,400
28	6119	Professional Staff Extra-Duty Pay: Teacher pay for increased learning time for extended day and year ($35/hour, as per district policy, flexibly varying in timing and duration throughout the grant to meet current needs from the expanding faculty population of 170), teacher pay for curriculum creation and review after hours, teacher pay for job embedded trainings ($100 per day per faculty), teacher iCARE teacher appraisal portfolio stipends ($2,000 each/per year available to all staff, contingent upon performance.)			$230,040	$2,645,978
29	6121	Support Staff Extra-Duty Pay: staff pay for increased learning time including office, custodial, and cafeteria support for extended day and year (hourly pay and number of staff are variable, with numbers based on district rates)			$12,144	$108,144
30	6140	Employee Benefits			$29,886	$411,785
31				**Subtotal Substitute, Extra-Duty, Benefits Costs**	**$272,070**	**$3,662,307**
32				**Grand Total Payroll Budget (line 26 + line 31)**	**$272,070**	**$4,245,183**

Copyright© Texas Education Agency. All rights reserved.

8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hanley by telephone/e-mail/FAX on 8/30/10 by K. Copelli of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: -	$ -	$ -
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: -	-	-
6299	Contracted Publication and Printing Costs (specific approval required for nonprofit charter schools) Specify purpose: -	-	-
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: -	-	-
Subtotal			
	6200 – Professional and Contracted Services Cost Requiring Specific Approval	-	-

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1	Curriculum and Instruction Professional Development	$ 8,000	$8,000	$ 8,000
2	Differentiation Professional Development	$ 9,950	$4,975	$ 9,950
3	Addressing Diverse Learning Styles Professional Development	$ 5,000	-	$ 5,000
4	ELL Engagement Professional Development	$ 9,000	-	$ 9,000
5	Special Education Professional Development	$ 8,500	-	$ 8,500
6	Rigor and Expectations Professional Development	$ 9,350	-	$ 9,350
7	Project Based Learning Professional Development	$ 9,950	-	$ 9,950
8	Counseling Center Professional Development	$ 7,500	-	$ 7,500
9	Social and Emotional Learning Professional Development	$ 8,500	-	$ 8,500
10	Student Discipline Professional Development	$ 8,000	$8,000	$ 8,000
11	Data driven Instruction Professional Development	$ 8,600	-	$ 8,600
12	Professional Learning Communities Training	$ 8,500	-	$ 8,500
13	Learning Styles Training	$ 9,000	-	$ 9,000
Subtotal				
	Professional and Consulting Services Less than $10,000	$ 20,975		$ 109,850

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

1. Description of Professional or Consulting Service (Topic/Purpose/Service): Response to Intervention and Positive Behavior Intervention Support (PBIS): training, tracking, and monitoring to ensure fidelity of PBIS system.

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		$104,070	-	$104,070
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$ 104,070	$ -	$ 104,070

Copyright© Texas Education Agency. All rights reserved.
KC 8/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hartley by telephone/e-mail/FAX on 8/3/10 by K. Cockrell of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

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): Online Grade Book : Create student accounts for an online grade book to allow them more immediate access to grades and to improve accountability among students.

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		$13,200	-	$13,200
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$ 13,200	$ -	$ 13,200

3. Description of Professional or Consulting Service (Topic/Purpose/Service): Benchmark Assessments: provides formative, interim and summative assessment tool.

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		$99,000	-	$99,000
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$ 99,000	$ -	$ 99,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service): Integrated Data System: provides a unified data tracking system to serve as an early warning system, and to aid in monitoring response-to-intervention activities.

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		$79,200	-	$79,200
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$79,200	$ -	$79,200

Copyright© Texas Education Agency. All rights reserved.

KC 8/3/10

on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/12 by K. Cogdill of TEA.	**Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

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.)

5. Description of Professional or Consulting Service (Topic/Purpose/Service): District horizontally-aligned curriculum system

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		$ 46,200	-	$ 46,200
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$ 46,200	$ -	$ 46,200

6. Description of Professional or Consulting Service (Topic/Purpose/Service): Student motivation professional development: to supplement the implementation of Positive Behavior Intervention Supports, improve school culture and climate in response to student, teacher, and parent feedback during the 2010 Comprehensive Needs Assessment.

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		$25,000	-	$25,000
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$25,000	-	$25,000

7. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional development for data-driven decision making: in response to the campus Comprehensive Needs Assessment in April 2010, there is a strong need for increased professional development to address this area.

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		$ 22,500	-	$ 22,500
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$ 22,500	$ -	$ 22,500

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 6/30/10 by K. Coghill of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

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.)

8. Description of Professional or Consulting Service (Topic/Purpose/Service): School Culture consultation and training: to improve school climate and teamwork in conjunction with the summer training and jump-start week, in response to CNA data indicating areas for improvement.

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		$24,000	$24,000	$24,000
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		**$24,000**	**$24,000**	**$24,000**

9. Description of Professional or Consulting Service (Topic/Purpose/Service): AP and other advanced training: to improve the content area knowledge of all teachers and increase rigor and college readiness in all classes.

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		$92,000	-	$92,000
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		**$92,000**	**$ -**	**$92,000**

10. Description of Professional or Consulting Service (Topic/Purpose/Service): Training for teacher appraisers: all those who will conduct observations as part of the teacher evaluation system must be trained in the observation instrument to ensure fairness and fidelity.

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		$12,600	$12,600	$12,600
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$12,600	$ $12,600	$12,600

Copyright© Texas Education Agency. All rights reserved.

6/30/10

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by K. Copelle of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

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.)

11. Description of Professional or Consulting Service (Topic/Purpose/Service): Effective instructional practices: ensuring teachers have job-embedded professional development to assist them in implementing research-based best practices in the classroom.

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		$15,000	-	$15,000
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$15,000	$ -	$15,000

12. Description of Professional or Consulting Service (Topic/Purpose/Service): Social and Emotional Learning Professional Development: ensure teachers have access to ongoing, high-quality job-embedded professional development related to student motivation and social and emotional wellbeing.

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		$21,600	-	$21,600
Supplies and Materials		-	-	-
Other Operating Costs		-	-	-
Capital Outlay (Subgrants Only)		-	-	-
Indirect Cost (____%)		-	-	-
Total Payment:		$21,600		$21,600

13. 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:		**$554,370**	**$36,600**	**$554,370**

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	-	-	-
Subtotal of Professional and Consulting Services or Subgrants Less than $10,000:	$ 109,850	$ 20,975	$ 109,850
Subtotal of Professional and Consulting Services Greater than or Equal to $10,000:	**$554,370**	**$36,600**	**$554,370**
Remaining 6200- Professional and Contracted Services that do not require specific approval:	-	-	-
Grand Total:	**$664,220**	**$57,575**	**$664,220**

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hardy by telephone/e-mail/FAX on 8/30/10 by M. Capell of TEA.	**TEXAS EDUCATION AGENCY** **Standard Application System (SAS)** **School Years 2010-2013**	031-901 County-District No. Amendment No.

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				$ -	$39,600
	#	Type	Purpose	Quantity		
	1	USB drive	Accountability Tracking for Student Interventions: within the extended week schedule, the PACE period, or intervention period, will have as a core component student accountability. On the USB, the students will keep up-to-date soft copies of their grades, absences, and tardies, along with PBIS developments for the campus. It will also serve as a resource for them in college and career readiness, helping them create portfolios of their work, and as a storage location for their work within the intervention/advisory period. This data will be used to determine appropriate interventions.	4400		
	2	-	-	-		
	3	-	-	-		
	4	-	-	-		
	5	-	-	-		
6399	Technology Software- Not Capitalized				-	$46,505
6399	Supplies and Materials Associated with Advisory Council or Committee				-	-
				Total Supplies and Materials Requiring Specific Approval:	-	$86,105
	Remaining 6300- Supplies and Materials that do not require specific approval: these supplies and materials include vendor-purchased, paper-based curriculums for advisory periods, materials and supplies for job embedded and campus-wide teacher training initiatives, supplies for parent center activities, office supplies and materials related to the transformation team and all of its subcommittees, school supplies and nutritional snacks for extended learning times (longer day and longer year), and lunchroom tables to accommodate one lunch period to foster extracurricular participation. The pre-award costs are intended to increase the school year. All these expenditures are permissible by OMB Circular.				$369,040	$531,659
				Grand Total	$369,040	$617,764

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hanay by telephone/e-mail/FAX on 8/30/10 by K. Cockell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

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: National Grant Conference for Three Years	$ -	$ 29,448
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:	-	-
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:	-	-
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:	-	-
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:	-	-
6429	Actual losses which could have been covered by permissible insurance	-	-
6490	Indemnification Compensation for Loss or Damage	-	-
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)	-	-
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:	-	-
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:	-	-
	Total 64XX- Operating Costs Requiring specific approval:	-	$ 29,448
	Remaining 6400 – Other Operating Costs that do not require specific approval:	$8,145	$78,650
	Grand Total	$8,145	$108,098

Copyright© Texas Education Agency. All rights reserved.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with M. Hawley by telephone/e-mail/FAX on 8/30/10 by A. Cogdell of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.

Texas Title I Priority Schools Grant

Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1	-			-	-
66XX/15XX- Technology Hardware - Capitalized					
2	**Laptops, transportable classroom technology. CNA analysis revealed a lack of technology, especially computers, available for the classroom. Laptops provide transportable and transferrable technology, with vast software capabilities.**	**$1,339.00**	**180**		**$241,020**
3	**Ip phones for teacher rooms: Based on Pace's CNA, teachers make insufficient numbers of phone calls to parents of students during the school year. Further surveys indicate that limited access to phones is a contributing part of the problem, as cell phone reception for teacher personal phones is extremely limited throughout the building. The phones will be used for parent/teacher communication primarily, but will also be used for coordination across campus. Records will be kept of parental communication. No personal communication will be allowed, under OMB Circular.**	**$324.80**	**75**		**$24,360**
4	**student computer workstations for in-school suspension room, to make in-school suspension more academically focused**	**$1,073.00**	**10**		**$10,730**
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	**Classroom Cart for Laptops**	**$1,200**	**6**		**$7,200**
20	**Carrels for In-school Suspension room, to increase the learning and reformative environment of the in-school suspension program, according to the CNA needs.**	**$250**	**25**		**$6,250**
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:	-	**$289,560**

Copyright© Texas Education Agency. All rights reserved.

Schedule 6A.
M Hardy
K. Cogdell 8/30/10

031-901

Errata #1

Texas Title I Priority Schools

RFA# 701-10-112

Posted May 25, 2010

The Texas Title I Priority Schools request for application is being revised to include the following:

- Part 4: Standard Application System (SAS), Schedule #6A—General Provisions and Assurances: Item K is updated.
- Part 1: General and Fiscal Guidelines; Part 2: Program Guidelines; and Part 4: SAS: Updated.

In order to ensure that submitted applications include the updates to Schedule #6A—General Provisions and Assurances, applicants are directed to do the following:

1. Download the updated version of Part 4: SAS that posted on May 25, 2010.
2. From the updated May 25, 2010, version of Part 4: SAS, print Schedule #6A—General Provisions and Assurances.
3. In each copy of the application submitted, discard the original Schedule #6A and substitute the updated May 25, 2010, version. Ensure that each submitted copy of the application includes the updated May 25, 2010, version of Schedule #6A.

Revision to Item K, Schedule #6A—General Provisions and Assurances, Part 4: SAS, p. 70 of 98

Currently reads:

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.

Revised to read (with underlining representing additions to text and strikethrough representing deletions):

K. Encumbrances/Obligations <u>and Liquidations</u>: All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all

RFA 701-10-112
SAS-A114-10.

services rendered ~~and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates~~ between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

Revision to Part 1: General and Fiscal Guidelines; Part 2: Program Guidelines; and Part 4: SAS

This errata notice updates the RFA, as follows:

- Part 1: General and Fiscal Guidelines: Following text is added to p. 16 under the heading "Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business"
- Part 2: Program Guidelines: Following text is added to p. 50 under the heading "Executive Order 13513: Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business"
- Part 4: SAS: Following text is added to p. 74 of 98 as item BB.12.

Errata text:

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).

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.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

W. Agency Property (terms): In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

X. Travel Costs: Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.

Y. Funds for Religious Worship, Instruction: No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).

Z. Disclosure of Gifts and Campaign Contributions: The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.

AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend $500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs: Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

Copyright© Texas Education Agency. All rights reserved.

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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	031-901 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.

Copyright© Texas Education Agency. All rights reserved.

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	031-901 County-District No.

Texas Title I Priority Schools Grant

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.

Copyright© Texas Education Agency. All rights reserved.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than $100,000.	031-901 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 11/89
As amended by the Texas Education Agency 03/90

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

Copyright© Texas Education Agency. All rights reserved.

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.

Texas Title I Priority Schools Grant

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

Federal Program:	
Name:	

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

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

Copyright© Texas Education Agency. All rights reserved.

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.

Texas Title I Priority Schools Grant

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Copyright© Texas Education Agency. All rights reserved.

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).

Copyright© Texas Education Agency. All rights reserved.

T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors: The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).

U. Assurances related to the **education of homeless children and youths**:

(1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
(2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
(3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
(4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
(5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.

V. Definitions: The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:

1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
   (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
   (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
   (C) provides a program of elementary or secondary education, or both;
   (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**;
   (E) **does not charge tuition**;
   (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**;
   (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
   (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
   (I) **meets all applicable** Federal, State, and local **health and safety requirements**;
   (J) operates in accordance with State law; and
   (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
2. **Community-Based Organization**: A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
3. **Core Academic Subjects**: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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

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

Copyright© Texas Education Agency. All rights reserved.

(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.

Copyright© Texas Education Agency. All rights reserved.

Texas Title I Priority Schools Grant

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

Copyright© Texas Education Agency. All rights reserved.

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

Copyright© Texas Education Agency. All rights reserved.

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--

Copyright© Texas Education Agency. All rights reserved.

(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.

Copyright© Texas Education Agency. All rights reserved.

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

Copyright© Texas Education Agency. All rights reserved.

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

Copyright© Texas Education Agency. All rights reserved.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031-901 County-District No.

Texas Title I Priority Schools Grant

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.

Copyright© Texas Education Agency. All rights reserved.

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.

Copyright© Texas Education Agency. All rights reserved.

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)

Copyright© Texas Education Agency. All rights reserved.

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).

Copyright© Texas Education Agency. All rights reserved.

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).

Copyright© Texas Education Agency. All rights reserved.

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

Copyright© Texas Education Agency. All rights reserved.

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	Brownsville Independent School District	031-901
		LEA Name James Pace High School	County-District# 003
		Campus Name 74-600418	Campus Number 1
by telephone/e-mail/FAX on _____ by of TEA.		9-Digit Vendor ID#	ESC Region 08-30-2010
		NOGA ID# (Assigned by TEA)	Date of Report

Texas Title I Priority Schools Grant

Tier III 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

Milestone		
	A	**Needs include: procuring an integrated data system that will compile real-time student academic performance data as the driving force behind instruction; providing high quality training on data disaggregation; formative and summative data tracking measures, such as campus-wide benchmarking; and more time and training for teachers to do data analysis.**

	B	According to the CNA, t e is a need to horizontally and vertic / align the curriculum with the objective of teachers developing detailed, standards aligned units of instruction to meet the unique needs of AP, ELL, SpEd, At Risk, economically disadvantaged and all ethnic groups and subpopulations. Time, training, and/or incentives for teachers to participate is a resulting need that Pace will also meet.
	C	The CNA has identified a need to improve the on-going monitoring of instruction by enhacing the existing Professional Development and Appraisal System (PDAS), with the ultimate goal of incresing academic performance through enhancing the quality and quantity of observations, culminating with an evaluation system that truly reflects Transformation ideals.
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	There is a need to increase data disaggregation training and provide all staff, especially campus Transformational Team and Strand Leaders, with the necessary support required for success, including how to more effectively use technology as a medium for this analysis.
Milestones	B	The CNA indicates the need to acquire a long-term tracking data base that coordinates all relevevant student data sources to improving data driven decisions. This need includes using the system to develop an early warning system. Implementation requires acquiring the appropriate hardware and software, and training staff on use of the system.
Milestones	C	There is a need to increase communication between all stakeholders, including parents, about the campus' vision and methods of increasing the academic performance of the student body. The CNA found that communication related to student learning or professional development implementation is insufficient or unrecorded. Also, communication between teachers and students and teachers and parents is insufficient.
3. Increase Leadership Effectiveness		
Milestones	A	The CNA identifed a need to implement an inclusive, on-going, job embedded, professional development (PD) program for the campus leadership and staff that is correlated to student academic performance and learning. The CNA also revealed a need to develop and track the impact of the PD, include Professional Learning Communities as mediums of self-reflection, and provide teacher leaders to support this process.
Milestones	B	Factors such as reliable evaluation systems, discretion in curriculum, scheduling and instruction, and more freedom in budgetary issues were all deemed necessary by the CNA for establishing a culture and climate of high standards for faculty and students.
Milestones	C	The CNA has identifed a need to effectively utilize student and teacher data to make high impact decisions focused on curriculum, instruction, job embedded professional development, and student learning. As mentioned previously, more streamlined data systems and processes are lacking to make these processes more efficient, including implementation of technology in the classroom.
4. Increase Learning Time		
Milestones	A	The CNA has identifed a need to address the specific needs of Special Population students, including English Language Learners, Special Education and At Risk student. Research indicates that project-based learning and modified schedules can positively impact these subgroups, and that a modified block schedule providing extended periods for introduction of differentiated instructional strategies is greatly needed to meet the needs of these students.
Milestones	B	The CNA reflects the needs to: meet the instructional needs of all students; ensure bell to bell teaching; aligning the campus' formative assessment calendar; and that all stakeholders be informed of these non-negotiable timelines. The CNA reflects a need to develop an instructional focused school year calendar reflective of the Student Assessment demands and their correlation to the TAKS Student Expectations.
Milestones	C	The CNA has identifed the need to establish colloborative planning Professional Learning Communities (PLC) at Pace HS. This includes the need for the PLC's to examine all facets of student learning, including planning for in-school as well as "away" from school technology based student learning opportunites.
5. Increase Parent / Community Involvement		

Milestones	A	The CNA has identified disparities between parents wanting to volunteer at the school and the school having the mechanisms and resources to meet this need. The CNA also identifed the need to establish formal methods for recruiting parents and community members to contribute as volunteers and community partners.
	B	The CNA indicates a need for communication networks directly linking the campus to the parents and community. Parents of children enrolled in the school need timely information regarding student progress, career planning, high school to college transitions, social and health related services.
	C	The CNA identifed a need for Pace HS to develop community outreach services that will lead to the school being the center of identifed educational, social and health related services, as well as a parent center designed to host and implement these activites.
6. Improve School Climate		
Milestones	A	Interviews with stakehoders reveal truancy/attendance problem are seen as endemic and serious. The data also indicate that traditional measures to remediate the attendance problem are largely ineffective. Some aspects of the school schedule, such as having students skip class to attend multiple lunch periods, have been identified as primary areas in need of improvement.
	B	The CNA has revealed that traditional discipinary structures are perceived as ineffective in decreasing discipline referrals. This study also uncovered that the biggest discipline referral issue relates to truancy during the lunch period. The CNA also uncovered a parent concern for the student's safety and revealed a desire for greater student/teacher accountability to resolve the perceived need. Students expressed a wish for more positive recognition of their efforts.
	C	The CNA established a strong correlation between degree of participation in extra-curricular activites and student achievement. The master schedule could be revised so that club meetings are scheduled when all student may attend, so that extra-curricular participation may be maximized. The 9th grade cohort was identified as needing particular assistance in successfully transitioning to high school.
7. Increase Teacher Quality		
Milestones	A	The CNA clearly found the need for the campus to procure an enhanced and equitable teacher appraisal instument that is aligned to the state mandated Professional Development Appraisal System that will evaluate teacher's job performance, and the direct impact on student learning. Multiple classroom observations are needed to more effectively appraise teacher quality.
	B	The CNA indicates that PHS has the most veteran staff in the district, and that 98% of this staff identified a need to continue upgrading their teaching abilities through professional development, including differentiation strategies, data driven decision making, disaggregation of data, effective use of technology impacting At Risk populations, and effective formative assessment to impact student academic performance.
	C	The CNA revealed a need to scrutinize campus recruitment and retention practices to ensure a pipeline of effective teachers is available to meet staffing needs. Financial incentives were determined to be one of many effective measures in promoting retention.
Other Identified Needs (not listed above)		
	A	n/a
	B	n/a

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	29%
Increase the Use of Quality Date to Drive Instruction	7%
Increase Leadership Effectiveness	5%
Increase Learning Time	10%
Increase Parent / Community Involvement	1%
Improve School Climate	9%
Increase Teacher Quality	39%
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. *Note: Matching State or Local Funds are not required. If none, enter "0" on each line.*	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
☒ Tier III Modified Transformation
☒ TEA Approved Model with technical assistance provided by the School Improvement Resource Center ☐ 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 *eight pages*, 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 – TIER III 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. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training

Based on past performance and student gains, the campus and district recommend retaining the principal. The data used was compiled from the CNA, which indicated that since the arrival of the current principal, Pace High School's dropout rate has decreased faster and student achievement, measured by TAKS scores, has increased more rapidly than any other high school in the district. In addition, April 2010 surveys of all teachers indicate that there is also a strong positive perception of the principal among the staff members. Further leadership strengthening will occur through the leadership coaching offered through SIRC.

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;

Research indicates that examining multiple measures of teacher quality provides the best picture of teacher improvement. Having consulted with teachers and administrators, the CNA indicated that PDAS is not a sufficient measure of teacher quality. The campus then met with teachers, researched and corresponded with Dr. Brian Gong at the National Center for Assessment in developing the following teacher appraisal system:

Pace High will be implementing the iCARE program--a thorough, in-house appraisal and enrichment program to complement PDAS. The iCARE program will identify and reward effective teachers, provide support for struggling teachers, and assist in removing those who do not improve. The iCARE (Instruction, Character, Accountability, Research, Excellence) system will measure Teacher and Principals based on: 1) Instruction: multiple, ongoing observations focused on best-practices and differentiation; 2) Character: contributions to the school environment and community and parental outreach; 3) Accountability: a value-added measure of student performance based on state assessments, as well as state and campus-developed formative and end-of-course assessments; 4) Research: a professional portfolio consisting of best-practice lesson plans, data analysis, logs of professional development, and collaboration and participation in Professional Learning Communities; and 5) Excellence: teacher self-inventory and development plans of action, which will be aligned with research best practices. A parallel appraisal system addressing the same areas will appraise the principal. The result for all will be an annual rating of Ineffective, Somewhat Effective, or Effective.

Those rated Effective under the iCARE appraisal system will be eligible for yearly stipends throughout the term of the grant of up to $2,000/year. A teacher who is rated Ineffective or Somewhat Effective will receive additional support from the dean of instruction and appropriate department chair in creating a teacher enrichment plan based on observed needs; increased observations and monitoring, as well as support from a highly effective teacher mentor and/or contracted life coach will be put in place to ensure teacher improvement. A teacher who is rated Ineffective one year or Somewhat Effective two years in a row will be formally documented in PDAS as a Teacher in Need of Assistance (TINA); without improvement, this teacher will be subject to non-renewal.

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

Professional development for all faculty members will be planned by the Transformational Team (principal, department chairs, TTIPS program manager, other selected school personnel), with input from each department, to

address the following areas: A) . engthening content knowledge: Followi .he model of the TEA Best Practices Clearinghouse, all core area teachers will participate in AP training and/or advanced career training for their various subjects to establish a culture of high expectations that prepares students for higher education, increase the teachers' content area knowledge, enhance the rigor of regular as well as AP classroom instruction, and provide a pool of qualified AP teachers to increase the number of AP courses offered on campus. The entire instructional staff will take part in a campus-wide implementation of an AP-standard national writing project, which aims to enhance literacy skills by instructing and teaching with writing across the content areas. B) Teachers will complete training targeted at addressing the needs of ELL and SPED learning styles, and learn to differentiate instruction to meet their needs. Additionally, the campus will send small teams of 3 to 10 teachers and administrators to campuses with a proven record in efficiently servicing these populations, in order to bring back suggestions to the campus for improvement. C) Training to support the RtI (see below), including differentiated instruction, student-centered learning, and student motivation. D) Other Embedded professional development: Instructional leaders and Program Manager (PM) will prepare a quarterly report indicating "patterns of practice" observed in the classroom observations. The patterns of practice report will summarize the indicators of effective practice for which there is general strength across the faculty (which will be documented and shared) and those for which there is general weakness (future professional development will be aligned with these needs).

The CNA revealed the need for enhanced professional development based on teacher and student interviews, surveys, college readiness indicators, gaps between LEP and SPED students and regular students, and other measures. These specific trainings were selected based on teacher input, TEA best practices, and research.

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 that—

- **takes into account data on student growth as a 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**
- **is designed and developed with teacher and principal involvement;**

See Part B (above) for a discussion of the iCARE system, which takes into account data on student growth, multiple observation-based assessments, and ongoing collections of professional practice in order to evaluate teacher quality. This system is specifically being designed with ongoing collaboration between teachers and administrators. Based on these appraisals, staff will be eligible for stipends of up to $2,000/year.

Additional incentives include leadership opportunities, such as working as teacher leaders and members of the various committees overseen by the Transformational Team, and opportunities for career growth, including writing curriculum for the campus-wide PACE period (see below). These benefits will help recruit and retain staff, as they are unique opportunities for teachers in this district. Additional efforts in teacher recruitment will be aligned with district initiatives, as well as through creation of a brochure by the Transformational Team, which will be sent to colleges of education throughout the state, highlighting the benefits of working at Pace High 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

Pace High school will establish and enhance a systematic instructional planning process that vertically aligns the taught curriculum with standards. Using CSCOPE, the district-wide curriculum guide, teachers will develop detailed, standards-aligned units of instruction, which include criteria for mastery and pre- and post-unit test items to assess student achievement. Core area teachers will meet one day during the summer as well as daily for no less than 30 minutes during shared planning time for collaborative effort to monitor, maintain, and make necessary adjustments to the aligned curriculum, develop campus formative and summative assessments as needed, and share best practices. Daily collaborative planning will be used to align implementation of techniques from AP, ELL, SP ED and other trainings, differentiated means for monitoring and responding to student's individual progress, and data disaggregation. Furthermore, instructional areas will base alignment on communication with a) the feeder middle

schools and b) local colleges and universities to ensure that instruction is not only aligned to state standards but also college readiness standards for a grades 9-16 alignment.

In addition, the campus CNA included feedback from multiple sources--including teachers, students, and administration--indicating the need for review and modifications of the school credit recovery program. The Transformational Team will obtain establish a committee to evaluate the program, collect data through formative and summative assessments of students in the program, and make recommendations for modifications so that the program is effective and aligned to the campus curriculum and goals.

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.

Pace will increase the use of student data on both the campus and individual teacher levels:

The campus will create an integrated data system that facilitates data-driven instruction and serves as an early-warning system to identify students at-risk of failing to achieve high standards or graduate. Based on the TEA best practices website and conversations with IT, Socorro ISD, and campus technology specialists, Pace proposes to procure an integrated data system that will compile real-time demographic, attendance, achievement, and other data from all the areas of student interaction with the school. The data system will be designed to be accessible to all levels, with comprehensive and accurate data available for each teacher to input and track individual student information. The system will also serve as a long-term tracking database providing early-warning signs for teachers, administrators, and counselors, indicating students at risk of failure to achieve high standards or graduate.

To additionally support individual teachers and systematic reliance on hard data as a basis for decision-making, the Project Manager will train Strand Leaders to collect data from the various data systems, building their capacity to bridge technological gaps within their strands during collaborative planning time, and analyze and use formative, benchmark, and summative assessment data to improve effectiveness of teaching strategies and inform decisions. Strand leaders will participate in training, best practice sharing, and update meetings with the PM, who will facilitate the campus data initiative and serve as a direct link to the Transformational Team. To aid the PM and Strand Leaders, all teachers will have a mandatory training in data disaggregation and data driven decision making to meet the needs of all students, implementation of which will be monitored through the teacher appraisal system.

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

Pace will address the goal of increasing learning time through multiple avenues. First, Pace has chosen to change to a modified block schedule, where two days of the week will be blocked, removing excess administrative time in the classroom setting, and expanding the school week. This alternative scheduling also

allows Pace to develop more enriching, project-based, or more in-depth programs, including a 90-minute enrichment class called PACE Period (Pride, Accountability, Character and Excellence), which will focus on college and career readiness, study skills, and character (see Response to Intervention section below).

Aside from offering more enrichment classes, such as forensics and engineering, Pace has reset its lunch schedule to allow additional clubs to hold meetings and recruit all students.

Another major factor in extending the school year, Pace will be instigating a summer start-up program, to instill school culture, academic excellence and accountability, and prepare the student body for the school year. This will expand the school year by one week at the beginning of school, to address not only student achievement, but also school climate and culture.

Directly related to the summer start-up program and the other summer credit recovery programs that Pace will be enhancing, a LEP student academy will be developed to help with Pace's increasing LEP populations. This program will be a targeted intervention for Pace's growing subpopulations during the summer.

Crucial to Pace's progress will be enhancing the student tutorial. Pace will enhance and encourage greater participation in tutorials after school, thus extending each school day with academic intervention and enrichment.

B. Provide ongoing mechanisms for family and community engagement.

The campus will undertake rapid, rigorous, and strategic efforts to increase the involvement of all parents, focusing most on the parents of at-risk and low-achieving groups, including ESL and repeater students, coordinating efforts with the district's Parental Involvement Division. The Community Team will be responsible for overseeing the creation of a parent center on campus where the parents can meet to coordinate activities and community involvement. Activities will include parent surveys to gauge interest and need, followed by implementation of speakers, health fairs, classes for parents and students, community outreach, and coordinate with the CIS director and on-campus probation officer, who monitor at-risk students and organizing community services to support them. Phones will be purchased to facilitate parent/teacher communication, and logs of these calls will be kept for the teacher appraisal system. These initiatives were selected based on feedback through the parent and teacher surveys and focus groups during the CNA last spring.

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 school district will provide the necessary support with regards to staffing, calendars, and budgeting so that Pace can fully implement the Transformational Model described here. Ongoing collaboration has already resulted in a modified schedule for the school year, and the following organizational structures will provide the needed communication and feedback at the campus and district levels to carry out the program goals:

A school Transformational Team (TT) will be formed, chaired by the principal and including the dean of instruction, TTIPS Project Manager, the chair from each instructional department, the Parent Outreach Coordinator, and other support staff as determined by the principal; the TT will be responsible for overseeing the transformation model. The TTIPS Project Manager (PM) will be responsible for overseeing the implementation of the transformation model, ensuring communication between all essential parties, serving as a data liaison between teacher departments and Transformational Team, collecting and analyzing combined data, and proving sustained feedback and analysis of the implementation of the grant. Department chairs will head each instructional content-area, with teachers further grouped into subject-specific instructional teams, each led by a team leader. A Community Team will be organized, as will a Student Advisory Committee to ensure continuous feedback from parents, community members, and students. Process for selecting objective: The need for clear communication at all levels was apparent throughout the CNA process. Input from the principal, dean of instruction, teachers, and district representatives was considered in creating this organizational structure.

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).

Throughout the Transformation process, SIRC will be a preferred provider of technical assistance, training and support. Pace High School will fully facilitate the SIRC campus snapshots, webinars, online trainings, and all other professional development activities designed to increase efficiency and monitoring at the school, including summer training and conferences. Pace looks forward to the ongoing relationship with SIRC, the LEA and SEA, and other high-quality providers as part of a strategy of continual program monitoring and targeted professional development and improvement during the time period of the grant. Pace recognizes the need for support in implementing data-driven instruction and improvement after completing the CNA. SIRC is a preferred provider due to the state recommendation.

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

As mentioned in part 1B above, teachers meeting the requirements of the iCARE appraisal system will be eligible for yearly stipends during the grant of up to $2,000. (See previous section for more detailed components and requirements) This additional compensation will help recruit and retain staff members who are committed and motivated to improving the quality of education at the school. Likewise, extra-duty pay for professional development hours and staff training will also help attract and retain staff while simultaneously helping them develop the skills necessary to meet the needs of each student.

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

Changes in instructional practice will be measured through a variety of methods. First, the iCARE system increases the number of observations each teacher will receive, and will document the implementation of teaching practices from professional development. These observations will be analyzed to create the "patterns of pratice" report highlighting campus-wide trends in teaching. Second, teachers themselves will engage in self-evaluation of their teaching practices as part of iCARE, setting goals to improve and monitoring their own progress in implementing the skills learned through professional development. Third, the principal and Transformational Team will oversee the establishment of Professional Learning Communities as part of teacher professional development and as a component of the iCARE appraisal system, designed to conduct action-research that addresses the root needs of the students and school and allow teachers to use data to predict and prevent potential problems. The action-research carried out by each PLC will: 1) identify key needs related to the school's transformation goals and CNA, and develop a plan for improvement; 2) implement the improvement plan; 3) observe and document the effects of the plan; and 4) provide an opportunity to reflect, improve, and share the results among other staff members. Best practices handbooks will be created, shared with the TT, and disseminated among teachers. Teacher Leaders will assist in implementing and monitoring the iCARE system and evaluating instruction.

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.

n/a

II. Comprehensive instructional reform strategies.

A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

n/a

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

The Transformational Team will oversee the implementation of a planned campus-wide Response to Intervention (RTI) model that increases students learning time and offers multiple interventions to address and prevent problems for at-risk and low performing students. All students will benefit from Tier 1 interventions, which include: 1) a more robust core-curriculum, enhanced by training mentioned previously including the increased rigor and differentiation, for all students; 2) an adjusted school schedule with modified blocking (2 days a week) that provides extended periods for differentiated instruction and student-centered learning, as well as an academic enrichment period that meets weekly for 90 minutes, called PACE Period (based on pride, accountability, character, and excellence), where students will receive enhanced support and instruction in college and career readiness, accountability, and character development; 3) a summer academy to help students successfully transition from middle to high school; and 4) a system of Positive Behavior Intervention Support (PBIS), including an emphasis on decreasing truancy and tardiness (and thereby increasing instructional time) through changes including modifying the schedule to include only one lunch period, closing campus, instituting and reinforcing a unified set of school rules, and increasing security and the effectiveness of disciplinary procedures. A 9th grade initiative will also benefit freshman students through smaller learning communities in core area classes. Instructional teams reviewing data, as well as reports from the early warning system, will refer students for Tier 2 interventions, such as placement in smaller learning communities, after school tutorial with specialized teachers who have demonstrated ability in remediation and acceleration, access to computer programs for acceleration, academic enrichment through summer academies for LEP and other students, counseling, and credit recovery programs. Ongoing monitoring of interventions, reviewed at each Transformational team meeting, will generate further recommendations for students depending on responsiveness and outcomes. Tier 3 interventions will be highly individualized, such as individual campus mentors; meetings with the communities in schools representative, dropout prevention specialists, counselors, and/or probation officers; home visits; schedule modifications; and increasingly intensive tutoring and academic acceleration. The RTI addresses some of the most pressing needs from the CNA, including school culture, 9th grade failure and retention rates, lack of college readiness, and weaknesses in reading and math. The initiatives mentioned were selected based on extensive teacher input, research, and collaboration with Jennifer Scala at the National High School Center.

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;

All teachers will complete training targeted at addressing the needs of ELL and SPED learning styles, and learn to differentiate instruction to meet their needs. Additionally, the campus will send small teams of 3 to 10 teachers and administrators to campuses with a proven record in efficiently servicing these populations, in order to bring back suggestions to the campus for improvement. These resouces will enhance instruction throughout the school year and during the LEP summer academy.

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

Pace will acquire and use technology to facilitate faculty and students to facilitate accountability, technical know-how, and greater variety of classroom instructional techniques for at-risk students. A technology audit revealed that Pace has insufficient computers; an effective response has begun using sets of laptops that can be transported easily to classrooms. These Computers-On-Wheels (COWs) allow for greater variety of instructional techniques, especially in extended period settings and as a means of differentiating, accelerating and remediating so that ELL, SPED, and at-risk students can work at their functional level. Process for selecting objective: Teachers consistently remarked that not enough computers were available for classroom use. Mobile computers such as COWs have been successfully implemented on campus, and demand exceeds supply at this time. Based on this campus-proven best practice, Pace decided this was the most important investment in technology at this time, given the versatility of the technology for use in all classrooms.

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;

Pace will increase academic rigor by offering more courses focused on advanced coursework, college and career readiness, and project-based learning. In addition to measures aimed to improve rigor through increased AP training and project based learning training for teachers, mentioned previously, the school will offer job-embedded staff development on creating high expectations for all students. It will use the PACE period (a new class being created for all students based on schedule realignment) to offer students additional credit for a developing and maintaining a college and career-readiness portfolio. A campus-wide program of vocabulary development, student-self accountability measures (to enable students to monitor and track their own progress), and reading and math enrichment aligned to college preparation standards will be implemented. The grades 9-16 alignment will prepare all students for college and careers, and all will complete preparation for and test in the PSAT and/or other college entrance exams. Teachers will be encouraged to apply to teach AP classes and duel-enrollment classes, including those not currently offered at the campus.

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

As mentioned, Pace will be instigating a summer start-up program, to instill school culture, academic excellence and accountability, and prepare the student body for the school year. This will expand the school year by one week at the beginning of school, to address not only student achievement, but also school climate and culture, and emphasize the skills and knowledge needed for freshmen to successfully transition to high school.

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;

The Transformational Team will obtain establish a committee to evaluate the credit recovery program, collect data through formative and summative assessments of students in the program, and make recommendations for modifications so that the program is effective and aligned to the campus curriculum and goals. This initiative is planned in response to feedback from students, teachers, and administrators that this is a key area in need of enhancement.

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

As mentioned above, Pace will create an integrated data system that facilitates data-driven instruction and serves as an early-warning system to identify students at-risk of failing to achieve high standards or graduate. Based on the TEA best practices website and conversations with IT, Socorro ISD, and campus technology specialists, Pace proposes to procure an integrated data system that will compile real-time demographic, attendance, achievement, and other data from all the areas of student interaction with the school. The data system will be designed to be accessible to all levels, with comprehensive and accurate data available for each teacher to input and track individual student information. The system will also serve as a long-term tracking database providing early-warning signs for teachers, administrators, and counselors, indicating students at risk of failure to achieve 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;

The main planned activities in this area are those mentioned above regarding improving parental invovlement, as this was the most critical area in need of improvement based on the CNA. The Community Team will be responsible for overseeing the creation of a parent center on campus where the parents can meet to coordinate activities and community involvement. Activities will include parent surveys to gauge interest and need, followed by implementation of speakers, health fairs, classes for parents and students, community outreach, and coordinate with the CIS director and on-campus probation officer, who monitor at-risk students and organizing community services to support them.

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;

As part of the Resonse to Intervention, Pace has modified the school schedule with to include blocking (2 days a week) that provides extended periods for differentiated instruction and student-centered learning, as well as an academic enrichment period that meets weekly for 90 minutes, called PACE Period (based on pride, accountability, character, and excellence), where students will receive enhanced support and instruction in college and career readiness, accountability, and character development. Students will benefit from small learning communities during this period, which will enable relationships between students and faculty to develop more easily, providing mentorship and support to the students.

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;

As part of the Response to Intervention, the Transformation Team will establish and oversee a committee responsible for implementing a system of Positive Behavior Intervention Support (PBIS), including an emphasis on decreasing truancy and tardiness (and thereby increasing instructional time) through changes such as modifying the schedule to include only one lunch period, closing campus, instituting and reinforcing a unified set of school rules, and/or increasing security and the effectiveness of disciplinary procedures.

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

n/a

IV. Provide operational flexibility and sustained support.

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

n/a

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

n/a

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Benchmarks: administering campus-wide core content diagnostic, formative, and summative assessments, coordinated across the district.	10/10	06/13
	B	9-16 curriculum alignment: working with local university and with teacher committees to align curriculum across grade levels and with college readiness standards.	08/10	06/13
	C	On-going classroom observations: both Teacher Leaders and administrators will perform more frequent and coordinated observations.	08/10	06/13
2	A	Data disaggregation professional development: staff will be provided data disaggregation, appropriate technology, and other training, both in-house and consultant based.	10/10	06/13
	B	Integrated Data System: Pace will work with the district, outside vendors, and other systems to procure or produce an efficient integrated data system.	10/10	06/13
	C	Committees and teacher coordination meeting time: Pace will provide extended time, especially for core content teachers, within the school week to coordinate data tracking among populations and these meetings will be facilitated by campus wide committees.	08/10	06/13
3	A	Professional Development: Job-embedded professional development, as per the needs of the campus transformation, the needs from evaluations from observations, and the needs of teacher leadership will be continual.	09/10	06/13
	B	Decision-making autonomy: The Transformational Team will be given decision-making autonomy and help from the district personnel through communication and opening of doors at the district level.	08/10	06/13
	C	Classroom technology:Technology for the classroom will be procured and appropriate trainings will be given to teachers to successfully use these opportunities to measure and bolster student performance.	11/10	06/13
4	A	Modified schedule to include extended period and extended week: Pace will modify its class schedule from the standard of the district to extend classtime during the week, introduce the PACE enrichment period, and to provide periods more conducive for differentiated activities.	08/10	06/13
	B	Response to Intervention: Enrichment classes will be administered across campus within the modified schedule, with flexibility to make greater interventions for identified students.	08/10	06/13
	C	Staff collaborative planning; Professional Learning Communities; Teacher leadership committees: Planning periods will be included in the modified schedule, professional learning commities will increase teacher improvement, and teacher-driven committees designed for various levels of decision-making throughout the school structure will increase coordination across the entire school.	08/10	06/13

5	A	Community team established: a team of teachers will be created to develop a plan of action involving a parent center, greater parental outreach and more opportunities to integrate Pace into the community.	09/10	06/13
	B	Parent Outreach: steps will be taken to do more parental outreach to all parents, particularly parents of ELL and SPED students.	09/10	06/13
	C	Parent Center: a parent center, providing educational services, student information, and community programs will be developed for Pace High School.	12/10	06/13
6	A	One lunch period: to decrease the amount of truancy, lunch has been consolidated to allow all students to interact socially with all friends, not having to skip.	08/10	06/13
	B	Positive Behavior Intervention Supports (PBIS): A PBIS system will be put into place to create a unified system of school rules, with positive consequences for following the rules.	08/10	06/13
	C	Summer transition academy and modified schedule: active recruitment will be demonstrated at a culture and expectation-building summer transition academny at the beginning of the school year, and a modified schedule with one lunch period will allow for the possibility of students meeting with their groups at lunch.	01/11	06/13
7	A	iCARE system: The iCARE system will be developed, which is a rigorous appraisal system (described above).	08/10	06/13
	B	Professional Development: Job-embedded professional development, as per the needs of the campus transformation, the needs from evaluations from observations, and the needs of teacher leadership will be continual.	09/10	06/13
	C	Financial incentives will be integrated into the iCARE system and teacher leadership, with pay contingent upon retention until the next year.	08/10	06/13

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.