

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____  of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Dickinson ISD</b> Organization Name	<b>084-901</b> County-District#
		<b>Dickinson High School</b> Campus Name	<b>001</b> Campus Number
		<b>74-6000683</b> 9-Digit Vendor ID#	<b>IV (4)</b> ESC Region
		<b>105520017110016</b> NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

**Project Beginning Date:** ~~06/01/2010~~ 10/1/2010

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

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

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

#### Part 1: Index to the Application

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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
<b>Leland</b>		<b>Williams</b>	<b>Superintendent of Schools</b>
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
281-229-6101	281-229-6023	lwilliams@dickinsonisd.org	

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

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

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

TEA DOCUMENT CONTROL NO.

**'01-10-112-131**

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>				
<b>Part 3: Applicant Information</b>				
<b>Local Educational Agency (LEA) Information</b>				
LEA Name				
<b>Dickinson ISD</b>				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P. O. Drawer Z		Dickinson	TX	77539
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
14	07-416-7529	5EQ16		481707001477
Campus Name			County-District Campus Number	
<b>Dickinson High School</b>			<b>084-901-001</b>	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
3800 Baker Drive		Dickinson	TX	77539
<b>Applicant Contacts</b>				
<b>Primary Contact</b>				
First Name	Initial	Last Name	Title	
<b>Anne</b>		<b>Gunning</b>	<b>Director of Federal Programs</b>	
Telephone	Fax	Email		
281.229.6066	281.229.6021	agunning@dickinsonisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P. O. Drawer Z		Dickinson	TX	77539
<b>Secondary Contact</b>				
First Name	Initial	Last Name	Title	
<b>Vicki</b>		<b>Mims</b>	<b>Assistant Supt. for Educational Services</b>	
Telephone	Fax	E-mail		
281.229.6067	281.229.6021	vmims@dickinsonisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Drawer Z		Dickinson	TX	77539

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4—Program Summary and Application Requirements</b>		
<b>Part 1: Grant Program Information;</b>		
<b>Summary of Program: Purpose and Goals</b>		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
<b>Allowable Activities</b>		
<p><b>Tier I and Tier II Grantees</b></p> <ul style="list-style-type: none"> <li>■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p><b>Tier III Grantees</b></p> <ul style="list-style-type: none"> <li>■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.</li> <li>■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		



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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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

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<b>Part 2: Statutory Requirements</b>			
#	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 <b>may</b> also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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

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

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



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



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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Dickinson ISD will focus TTIPS resources on <b>Dickinson High School</b> , a Tier III school already engaged in aggressive reform. Dickinson High School opened its doors in 1925 and is the only high school among nine campuses in Dickinson Independent School District.		
<b>Rationale for the Program Design:</b> The <b>vision</b> for education at Dickinson High School is that DHS will provide opportunities for every child to build relationships, to have rigor within their coursework, and to understand the relevance of the curriculum and educational experience personally. Throughout their high school journey, each student will be given opportunities to explore, to gain knowledge, and to pursue career opportunities that meet his/her needs. The <b>mission</b> of Dickinson High School is to provide students with learning experiences, which will enable them to achieve quality throughout their lives.  Dickinson ISD recognizes that being identified as a Tier III targeted school means that, despite early and aggressive reforms already underway at Dickinson High School, including replacing the principal in 2008, there is still room for improvement in several school-wide goal areas.		
<b>Gaps, barriers, or weaknesses to be addressed</b> by implementing the TTIPS Transformation model are summarized as follows:		
<ul style="list-style-type: none"> <li>• <b>In just five years, the student population has increased from 1,577 students—31% growth.</b> <ul style="list-style-type: none"> <li>○ Additional personnel are needed to provide time for curriculum planning, imbedded staff development, and to ensure personalization of the learning environment while keeping instructional rigor high.</li> </ul> </li> <li>• <b>The staff population is 9.9% African American, &lt;1% Asian, 6.9% Hispanic, and 82.9% white in contrast with the student body, which is 14% African American, 3.4% Asian, 31.9% Hispanic, and 34.8% white; 10% of the student population is served by Special Education supports and programs.</b> <ul style="list-style-type: none"> <li>○ The staff is in need of funding to continue research-based strategies and training to reach a diverse student body.</li> </ul> </li> <li>• <b>The overall mobility rate is 23.4%; the drop-out rate is 6.9%; and the average daily attendance rate is 92%.</b> <ul style="list-style-type: none"> <li>○ Students need a stronger instructional program and learning strategies that prepare them for college and/or careers as well as relationships with staff and community that keep them connected to the school through graduation.</li> </ul> </li> </ul>		
Additional gaps and needs include:		
<ul style="list-style-type: none"> <li>• <b>Technology:</b> Training for teachers on existing equipment; technology integration to support student learning</li> <li>• <b>Career and Technology:</b> Students are highly interested; expand course offerings and enrichment opportunities to improve attendance, decrease dropout rates, and increase student engagement among the at-risk population</li> <li>• <b>Parent Engagement:</b> Need to reach more parents and involve them more meaningfully year-round</li> <li>• <b>Early Warning System:</b> Need additional staff to monitor at-risk student achievement and provide supports and interventions to ensure their success</li> </ul>		
<b>Local Program Goals</b> include 1) Improve student achievement by improving curriculum in Math, and Science; 2) Increase student engagement; 3) Decrease the dropout rate/improve completion rate; and 4) Increase parent engagement and support.		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
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											636	536	461	431	2,064
Open-Enrollment Charter School															
<b>Total Students:</b>											636	536	461	431	2,064
<b>Total Instructional Staff</b>												<b>141.5</b>			
<b>Total Support Staff</b>												<b>6 admin</b> <b>11.71 prof support</b> <b>31 paraprof</b>			
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	Academic Excellence Indicators System (AEIS) and Public Education Information Management System (PEIMS) data: demographics, mobility rates, dropout and graduation rates, homeless population,														
<b>2</b>	Student Achievement: Texas Assessment of Academic Skills (TAKS) actual and benchmark tests—multi-year trends for campus overall and for subgroups (male, female, African American, Hispanic, white, Special Education, English-language learners/bilingual, economically disadvantaged)														
<b>3</b>	Student Achievement: student grades; passing/failure rates by grade, subject, and teacher; ACT/SAT multi-year trends														
<b>4</b>	Human Resources data: number of new/beginning teachers; levels of teacher experience, degrees, certifications, and prior performance; teacher attendance and attrition; percent highly qualified staff														
<b>5</b>	District and campus goals, comprehensive needs assessments, and 2009-10 campus improvement plan														
<b>6</b>	Information/input gained from Campus Improvement Committee meetings, Curriculum Coordinator meetings, and Campus Design Team (teacher leadership), Gator ACCESS														
<b>7</b>	Staff development surveys; focus groups on Technology, Student Motivation and Building Relationships, Engaged Learners, Relevance and Authenticity, Assessment, Student Intervention, Teen Pregnancy and Parenting, Career Exploration Opportunities, Extended-period Instruction, Student Enrichment, Rigor and Relevance, Differentiated Instructional Strategies														
<b>8</b>	Discipline referrals, school safety issues and incidents														
<b>9</b>	Formal and informal interviews with instructional leaders, campus principals, and district administrators														
<b>10</b>	Informal interviews with students (Gator ACCESS)														
<b>11</b>	Informal interviews with parents and business and community partners; parental involvement (sign-in sheets and observation)														
<b>12</b>	Inventories: classroom materials, library materials, enrichment materials, technology, staff development materials														

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>Taking into account the <b>sources of data</b> indicated on the previous page, the TTIPS Planning Team, composed of the Director of Curriculum and Instruction (who will be the district's TTIPS Shepherd), the Director of Federal Programs, the Dickinson High School Principal, the Dickinson High School Design Team (a working team of experienced, campus-based instructional leaders), and one Board member, initiated and led the following <b>processes</b> to identify need for reform at Dickinson High School:</p> <ul style="list-style-type: none"> <li>• Comprehensive review of state and local curriculum requirements, course credit requirements, and local goal areas</li> <li>• Informal surveys/interviews with school administrators, teachers, district and campus support staff, parents, and students</li> <li>• Internal review of local student achievement data, state AEIS data, and college preparatory/readiness data</li> <li>• Internal review of current district school-year and summer learning plans, gaps, and needs</li> <li>• Discussions with school leaders, instructional supervisors, teachers, and campus support staff</li> <li>• Internal review of available funding sources (Federal, state, local/community)</li> <li>• Discussions with Federal and State Compliance staff</li> <li>• Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.) and</li> <li>• Observation</li> </ul> <p>Each year, every Dickinson campus undergoes a <b>comprehensive needs assessment process</b>, the results of which form the basis of plans for the upcoming school year regarding staffing, professional development, instructional programming, facilities use, and budgetary decisions. In 2010, Dickinson High School was identified as a Tier III TTIPS school, and the needs assessment process began early, emphasizing identification of data and barriers/gaps/weaknesses associated with the required Transformation model elements, including the following:</p> <ul style="list-style-type: none"> <li>• Principal and leader effectiveness</li> <li>• Operational flexibility with regard to staffing, budgeting, hiring, and professional development</li> <li>• Ongoing coaching and support for the principal and campus-based instructional leaders</li> <li>• Identification, recruitment, placement, reward, and retention of teachers and other instructional staff</li> <li>• Teacher quality and teacher effectiveness as determined by competency-based evaluations</li> <li>• Ongoing professional development to address identified needs and gaps</li> <li>• Instructional programming and rigor, including periodic curriculum reviews</li> <li>• Vertical alignment of planning, instruction, assessment, and analysis</li> <li>• Regular and improved access to and use of student data</li> <li>• Focused use of the school day, including extended learning time</li> <li>• Degree and quality of family and community engagement and support and</li> <li>• Overall school climate, including discipline and safety and student, teacher, and parent satisfaction</li> </ul> <p>And as <b>teacher evaluation, hiring, dismissal, reward, and retention stipends for critical areas</b> are crucial to the ongoing success of students, Dickinson High School will continue to implement its rigorous evaluation system, which is already under aggressive reform. This process includes the following steps:</p> <ol style="list-style-type: none"> <li>1. District New Teacher Mentor Program/buddy program for experienced teachers new to district</li> <li>2. Ongoing training for new teachers/Stipends for critical areas</li> <li>3. Positive notes from principal/'Drop in the Bucket' notes from peers and administration</li> <li>4. Collaboration with peers/Feedback from administrative walkthroughs/H.E.A.T. evaluation</li> <li>5. Hiring practices that include teacher committee, questions generated by needs/philosophy of campus</li> </ol> <p>Informing this comprehensive process is the <b>district-wide assessment and data collection</b> process wherein all students in a given grade and subject are administered the same, centralized assessment. This allows district and campus leaders to gauge teacher effectiveness across a single subject, grade, campus, and the district as a whole. All of the above processes and methods will continue throughout the project period and will be adjusted as appropriate.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	District administrators: Assistant Superintendent for Educational Services, Director of Curriculum/Instruction, Director of Federal Programs		
<b>2</b>	Development and business office staff: Director of Human Resources, financial/budgeting/accounting personnel		
<b>3</b>	Principal/administrative team		
<b>4</b>	Design Team (working committee of teacher leaders)		
<b>5</b>	Teachers, teacher aides, support personnel, counselors		
<b>6</b>	Students		
<b>7</b>	Parents, families, care-givers		
<b>8</b>	Site-based decision-making committee		
<b>9</b>	Business and community partners		
<b>10</b>	School board members		

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity</b> -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Dickinson High School opened its doors in 1925 and is the only high school among nine campuses in Dickinson Independent School District. Dickinson ISD covers a large geographic area and serves most of the city of Dickinson as well as portions of the cities of La Marque, League City, and Texas City and some houses in unincorporated Galveston County including Bacliff and San Leon.</p> <p>The student body is 14% African American, 3.4% Asian, 31.9% Hispanic, and 34.8% white. More than 49.6% are considered economically disadvantaged; 52% are at risk for dropping out. The overall mobility rate is 23.4%; the drop-out rate is 6.9%; and the average daily attendance rate is 92%. Despite these challenges, Dickinson ISD has had great success improving student achievement across the district and at Dickinson High School in particular.</p> <p><b>Selected District Accomplishments</b></p> <p>Dickinson High School staff and students are proud of their academic accomplishments and awards, a selection of which is noted here:</p> <ul style="list-style-type: none"> <li>• 2009 TAKS Scores, all students:             <ul style="list-style-type: none"> <li>○ Reading/ELA: 96%</li> <li>○ Social Studies: 98%</li> <li>○ Math: 91%</li> <li>○ Science: 92%</li> </ul> </li> <li>• 100% improvement in all grades and subjects on 2009 TAKS</li> <li>• 11 of 20 TAKS categories had double-digit gains</li> </ul> <p>Notable DHS team activities and awards include:</p> <ul style="list-style-type: none"> <li>• Dickinson AFJROTC Rocketry Team: 5 trophies</li> <li>• Six licensed Cosmetology graduates (2009)</li> <li>• 5<sup>th</sup> place in Skills USA Nationals (Cosmetology)</li> <li>• Rodeo Art: Reserve Grand Champion and Auction Piece</li> <li>• UIL One Act Play (2009): Area 2 5A champs; Region 3 5A Finalists</li> <li>• FIRST Robotics Team: Lonestar Regional Rookie All Starts; First Championships, Atlanta, GA</li> <li>• Future Farmers of America (multiple awards and placements)</li> </ul> <p>As a well established public school district that has been educating students in the Southeast Texas for over 85 years, Dickinson ISD has the human resources, facilities, infrastructure, and experience managing large, multi-year grant projects to manage this TTIPS initiative with the level of attention and integrity required to achieve all stated goals and objectives. Recent and current grant projects Dickinson ISD has successfully managed include the following:</p> <ul style="list-style-type: none"> <li>• Professional Development for Schools, Teachers, and Administrators and Region STAR Grant, 2007-09: \$500,000</li> <li>• Accelerated Reading and Math Instruction Grants, 2007-08: \$218,456; 2008-09: \$235,475</li> <li>• 21<sup>st</sup> Century Community Learning Centers Grant, 2003-08: \$1,553,575</li> <li>• Homeless Education Disaster Assistance Grant, 2009-10: \$476,718</li> <li>• NCLB Title I ARRA, 2009-11: \$912,855</li> <li>• State Stabilization Initiative, 2009-10: \$2,495,094</li> </ul> <p>Funding from this TTIPS initiative will allow Dickinson High School the added resources, flexibility, activities, staffing, and support to increase student achievement and school leader and teacher effectiveness, among many other goals so that it can rise to the level of success so many other Dickinson ISD schools currently enjoy.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Dickinson ISD involved Dickinson High School stakeholders in planning for this TTIPS initiative and will continue to seek their input, feedback, and support throughout the implementation process. <b>The following groups were involved</b> during April and May in planning for this TTIPS project:</p> <ul style="list-style-type: none"> <li>• District administrators: Assistant Superintendent for Educational Services, Director of Curriculum/Instruction, Director of Federal Programs</li> <li>• Development and business office staff: Director of Human Resources, financial/budgeting/accounting personnel</li> <li>• Principal/administrative team</li> <li>• Design Team (working committee of teacher leaders)</li> <li>• Teachers, teacher aides, support personnel, counselors</li> <li>• Students</li> <li>• Parents, families, care-givers</li> <li>• Site-based decision-making committee</li> <li>• Business and community partners</li> <li>• School board members</li> </ul> <p>These stakeholder groups participated in one or more of the following <b>application development/program planning</b> activities:</p> <ul style="list-style-type: none"> <li>• Attending planning meetings</li> <li>• Participating in focus groups or informal interviews</li> <li>• Providing student achievement, human resources, or other quantifiable data</li> <li>• Analyzing student achievement data</li> <li>• Reporting on school reform processes already underway</li> <li>• Accessing and archiving needs assessment information and related documents</li> <li>• Reviewing application drafts and verifying/correcting/editing responses</li> </ul> <p>Throughout the three years of the TTIPS project period, Dickinson High School stakeholders will be invited and encouraged to participate in one or more of these <b>program implementation input, feedback, and support</b> processes:</p> <ul style="list-style-type: none"> <li>• Serving on advisory boards, standing committees, and ad hoc committees</li> <li>• Participating in quarterly, semi-annual, and annual needs assessments and interim evaluations</li> <li>• Updating, archiving, and accessing related data</li> <li>• Assessing program progress and comparing snapshot data to district and campus goals</li> <li>• Assisting program staff and district/campus administrators with data collection, disaggregation, and analysis</li> <li>• Noting trends among data</li> <li>• Guiding teacher and school leader action research and problem-solving to meet TTIPS project goals and objectives</li> <li>• Publicizing project successes via newsletters, emails, online, and in person</li> <li>• Involving parents in the project; seeking parental, family, and community input and feedback</li> <li>• Ensuring data systems are integrated to maximum effect in support of project goals and outcomes</li> <li>• Ensuring interim and final assessments reflect qualitative and quantitative measures, including stakeholder satisfaction, school climate, and school safety issues</li> </ul> <p>In accordance with their role and as determined by the project director, stakeholder groups will be involved on a <b>daily, weekly, monthly, quarterly, semi-annual, or annual</b> basis.</p>		



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## Texas Title I Priority Schools Grant

### Schedule #4B—Program Description

#### Part 2: Project Management Cont.

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

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

Dickinson ISD is committed to the individual and collective success of each of its schools. In the case of Dickinson High School, district leaders will ensure that the Principal has flexibility in the following practices and policies in support of full and effective implementation of the TTIPS initiative on that campus:

- **Budgeting:**
  - Flexibility to direct funds for staffing, supplies and materials, contracted services, equipment/capital outlay, professional development, and other needs to support student achievement
  - The ability to advocate for variances in previous years' budgets based on new data, new research, expansion plans, or action learning project results
- **Staffing:**
  - Support in identifying/recruiting staff to fill gaps in the instructional program
  - Flexibility in structuring staff time and position requirements to meet student needs
- **Calendar/Time:**
  - Flexibility in determining the amount of additional extended learning time (tutorials, summer learning, optional flexible day) to add to the existing rigorous instructional day and year
- **Professional Development:**
  - Flexibility to determine the content of individual, department, grade-level, and campus-wide PD
  - Flexibility to determine the source/provider/schedule of identified PD opportunities
  - Flexibility to determine the participants in identified PD opportunities

The Dickinson ISD **Assistant Superintendent for Educational Services, Director of Curriculum and Instruction, Director of Federal Programs, TTIPS Shepherd, and Dickinson High School Principal** will work together to identify additional areas of flexibility and to monitor the modified practices and policies especially extended to Dickinson High School to ensure success of this TTIPS initiative. The Principal will have the additional support of the (grant-funded) district-level **TTIPS Project Manager** and will interact with this staff position on a daily basis to ensure progress toward and achievement of all TTIPS goals and objectives. The Project Manager will be housed at Dickinson High School and will report to the Director of Federal Programs who reports to the Assistant Superintendent.

Throughout the project period, Dickinson ISD will ensure adherence to all applicable federal, state, and local rules, policies, procedures, and laws involving student safety, privacy, and financial reporting requirements and will not alter any practices or policies that compromise local, state, or federal laws.



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

**Part 2: Project Management Cont.**

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

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

Dickinson ISD pledges the full support of its **Director of Curriculum and Instruction** and **Director of Federal Programs** in the identification and coordination of other resources necessary to ensure full and effective implementation of this TTIPS initiative. The following table summarizes the sources and types of additional resources that may be used in whole or in part at any phase of the TTIPS project period.

Description	Type	Source		
		Federal	State	Local/Cnty
Title funding	Financial	X		
Existing network (WAN/LAN)	Infrastructure, Technology		X	X
Optional Extended Year	Financial, Human, Materials		X	
Lighted Windows/Open Doors @DHS (evening tutorials for any DISD student and community access to school library and computers)	Financial, Human, Materials			X
Communities in Schools program	Human			X
Extended-day tutorials	Human, Materials			X
High school facilities expansion (adding 40 classrooms, Career and Technology Education labs, and more for other programs)	Facilities, Infrastructure, Technology			X

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<p><b>Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.</p>		
<p><b>Qualifications</b> for the TTIPS Project Manager may include:</p> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Master’s degree from an accredited college or university in education or related field.</li> <li>• Texas Teacher Certification</li> <li>• Principal Certification</li> </ul> <p><b>Experience</b></p> <ol style="list-style-type: none"> <li>1. Five years successful experience teaching in a Title I school or in another curricular/instructional field.</li> <li>2. Leadership experience in a Title I school.</li> <li>3. Thorough knowledge of best practices in curricular and instructional areas; an understanding of how technology can be used to improve student achievement and teacher instruction; knowledge of Dickinson ISD Board policy and procedures; working knowledge of federal, State Board of Education, and Texas Education Agency policies and procedures.</li> </ol> <p><b>Responsibilities</b></p> <p>In addition to daily oversight and management of program activities, the Project Manager will collaborate with and be supported by senior Dickinson ISD staff to accomplish the following:</p> <ol style="list-style-type: none"> <li>a. Coordination, scheduling, and facilitation of quarterly steering committee meetings to ensure feedback and continuous improvement in the operation of this dropout recovery program;</li> <li>b. Coordination of related efforts and with other appropriate community, state, and federal resources;</li> <li>c. Collection and archiving of project artifacts;</li> <li>d. Assurance that the activities of the project are accomplished on time and within budget;</li> <li>e. Adherence to all Federal, State, and local/district policies, procedures, and reporting timelines;</li> <li>f. Ongoing monitoring of project activities, implementation, and effectiveness; and</li> <li>g. Assistance with data collection in support of project evaluation.</li> </ol> <p>Please also see the following page for additional information.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Dickinson ISD will hire/designate a full-time <b>TTIPS Project Manager</b> who will assume primary responsibility for the development, coordination, and implementation this TTIPS initiative at Dickinson High School. This position will support the Dickinson High School Principal and will report to the Director of Federal Programs and Curriculum and Instruction (who will also serve as the district's TTIPS Shepherd) for additional direction and guidance throughout the project period.</p> <p>In addition to daily oversight and management of program activities, the Project Manager will collaborate with and be supported by the Director of C&amp;I/TTIPS Shepherd and the Dickinson High School Principal to accomplish the following:</p> <ul style="list-style-type: none"> <li>• Coordinate, schedule, and facilitate quarterly steering committee meetings to ensure feedback and continuous improvement in the operation of this dropout recovery program;</li> <li>• Coordinate related efforts and with other appropriate community, state, and federal resources;</li> <li>• Collect and archive project artifacts;</li> <li>• Assure that the activities of the project are accomplished on time and within budget;</li> <li>• Adhere to all Federal, State, and local/district policies, procedures, and reporting timelines;</li> <li>• Monitor project activities, implementation, and effectiveness;</li> <li>• Assist with data collection in support of project evaluation;</li> <li>• Coordinate high school staff development and training;</li> <li>• Coordinate planning time for teachers with the Director of Curriculum and Instruction, Principal, and Math and Science Facilitators;</li> <li>• Work with high school teachers to implement effective strategies within subject areas to increase rigor;</li> <li>• Collect and submit required data and documentation for grant cycle;</li> <li>• Keep Principal informed on timelines, reports, and staff;</li> <li>• Coordinate, distribute, and analyze surveys (student/parent/faculty); and</li> <li>• Participate in required trainings as necessary to implement and support this grant project.</li> </ul> <p>Please see the preceding page for more information on the required education, experience, and other responsibilities expected of this position.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Dickinson ISD is committed to the <b>cost-effective implementation</b> of this and every project it undertakes in support of project sustainability and expansion. At all stages of TTIPS implementation and management, the project will involve Dickinson ISD's <b>Directors of Human Resources, Curriculum and Instruction, and Federal Programs</b> and their support staff who will collaboratively identify existing and future sources of funding that will continue and sustain the TTIPS reforms and the gains that stem from project activities.</p> <p>The TTIPS Project Manager will draw on Dickinson ISD business office experience and will work with financial/accounting staff to oversee adherence to all policies and procedures relating to the following:</p> <ul style="list-style-type: none"> <li>Maintaining fiduciary and financial responsibility for all grant activities;</li> <li>Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;</li> <li>Requesting funds through the automated payment request systems;</li> <li>Preparing and submitting written expenditure reports in coordination with the project manager;</li> <li>Certifying expenses are true and correct;</li> <li>Classifying and reporting the accounting transactions properly; and</li> <li>Procurement records.</li> </ul> <p><b>Dickinson ISD is committed to continuing this grant program and promises the following:</b></p> <ul style="list-style-type: none"> <li>To maintain accurate, up-to-date records of grant activities and expenditures;</li> <li>To file accurate, thorough interim and final progress and financial reports in a timely manner;</li> <li>To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;</li> <li>To maintain our accountability rating and meet AYP requirements; and</li> <li>To share details of our model and the results of our TTIPS program with others.</li> </ul> <p>Furthermore, many of the reform strategies and activities have been and are being designed to <b>build staff capacity</b>, which will support program continuation and sustainability at Dickinson High School—in particular, site visits to campuses that are successfully implementing one or more of our identified reform practices or programs; professional development including Schlechty Center WOW training, Ruby Payne/poverty training, Spence Rogers PEAK Teaching for Excellence workshops and conferences, and training for diverse learners; leadership training/coaching by SIRC, the Schlechty Center, Region I, and other contracted service providers; and student leadership training for at-risk students as well as customized parent training for parents of at-risk students (A. Bostick). The individual and combined benefits and results of each of these multiple-year reform strategies and activities will be available long past the project period.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The senior leadership team at Dickinson ISD is only interested in replicating, adapting, and adopting the most effective research-based and research-verified practices that support our district's initiatives. As a small and agile LEA with only one high school, Dickinson is able to nimbly investigate, pilot, and accept or reject such practices after careful consideration of their relative merits and the proven or potential benefits to the various groups of learning community stakeholders.</p> <p>Recruiting, screening, and selecting high-quality external service providers is accomplished through a variety of channels, with the Dickinson ISD Superintendent extending flexibility to the senior leadership team and campus principals to bring ideas to the table for consideration from many sources that are based on our needs assessment, which can advance what our scores show us and advance student achievement based on our teachers' needs also. Looking to and beyond its own capacity to provide effective practices, Dickinson ISD will continue the following:</p> <ul style="list-style-type: none"> <li>• Attending state and national conferences to stay abreast of the latest developments in public education</li> <li>• Networking with other districts in Region IV and around the state</li> <li>• Communicating with high-performing districts with similar demographics to investigate replicable reform strategies and programs</li> <li>• Contracting with external providers who can present a solid research base for their programs, practices, and results</li> <li>• Continuing/expanding contracts with external providers whose training, development, coaching, and programs have produced results in Dickinson ISD in the past</li> <li>• Harris County Department of Education</li> <li>• Model Schools Conference</li> <li>• Texas Association of Secondary School Principals (TASSP)</li> <li>• National Association of Secondary School Principals (NASSP)</li> <li>• Leadership journals</li> <li>• ASCD (formerly the Association for Supervision and Curriculum Development)</li> <li>• Dana Center at the University of Texas at Austin</li> <li>• State Technology Conference</li> <li>• Building Inclusive Schools Initiative from Region IV</li> </ul>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Dickinson ISD senior administrators, the Dickinson High School Principal, and instructional/Design Team staff in particular, will continue to explore opportunities to visit and forge partnerships with other public and charter schools that are successfully implementing elements of our intervention model, have advisory programs that work with large high schools, and are building smaller learning communities, as well as other effective reforms that net student achievement results for at-risk, economically disadvantaged, English-language learners.</p> <p>This TTIPS application includes \$10,000 in budgeted funds for in- and out-of-state travel to at least three campuses/ LEAs/CMOs throughout the project period.</p> <p>The process for selecting the locations and expected outcomes of the site visit will include:</p> <ol style="list-style-type: none"> <li>Taking note of high-ranking public and charter school programs selected by national organizations, publications, and government agencies;</li> <li>Conducting preliminary research, telephone interviews, and investigations to verify the program's success via multiple sources;</li> <li>Determining that the program merits further investigation;</li> <li>Communicating with senior leadership at those LEAs/CMOs to gather additional information;</li> <li>Scheduling site visits to conduct a more in-depth investigation and establish relationships with their staffs;</li> <li>Structuring communication after the site visit that leads to sustained relationships with the organization; and</li> <li>Bringing what was learned during and after the site visits to the Dickinson High School learning community.</li> </ol> <p>In this way, the site visit has a real, definable impact on those who make the trip for the benefit of stakeholders in the Dickinson High School learning community.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<div style="text-align: center; padding: 100px 0;"> <p><b>No Tier I schools have been identified for this initiative.</b></p> </div>		

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



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

**Part 3: Intervention Model**

**Section B: Model Selection Process** –Describe in detail:

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

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

**Process**

During April and May 2010, Dickinson ISD followed a rigorous, multi-step process to select the intervention model aligned to the identified needs of Dickinson High School. Throughout the project period, district and campus staff will expand upon this process based on input, feedback, and suggestions from learning community stakeholders as well as on quantifiable data gathered during interim assessments.

For background on various elements crucial to the model selection process, please see the following sections/pages of this application:

- **Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process:** Page 15
- **Process the LEA and Campus Followed/Will Follow to Identify the Needs of the Campus:** Page 16
- **Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process:** Page 17
- **Partnership/Involvement of Others:** Page 19

Overall, the process Dickinson High School follows to determine any change in its instructional program, staffing/evaluation model, and budget process is to gather and review data, form a hypothesis, investigate possible solutions/interventions, select and pilot the most promising solution/intervention, gather and review post-implementation data, adjust the process, and begin another round as stated here until measurable gains are achieved in the intended area. This is also the process that Dickinson High School will follow regarding this TTIPS initiative.

Given the reforms already underway in the district as a whole and on the Dickinson High School campus, specifically, the table on the following pages is provided to illustrate the thinking behind selection of the **Transformation Model**. **Timelines** for expanded reforms are included after every requirement. The timeline for additional project management/implementation tasks follows.

MAJOR IMPLEMENTATION TASKS	RESPONSIBILITY OF	TIMELINE: YEAR/QUARTER
<b>Developing and increasing teacher and Principal effectiveness</b>		
A. Replace the principal	Assistant Superintendent for Educational Services	Already begun, 2008
B. Utilize rigorous, transparent, equitable evaluation systems for leaders and teachers <ul style="list-style-type: none"> <li>o Teacher Appraisal System (PDAS)</li> <li>o Dickinson Development Appraisal System (DDAS)-</li> <li>o Lead Educator Action Profile (LEAP)</li> </ul>	Director of Human Resources (HR), Principal, administrative team (DDAS and LEAP - developed by district teachers and administrators during 2007-08 and implemented in district during 2008-09.)	Already implemented; ongoing
C. Identify and reward faculty who increase student achievement through transformation model; remove faculty who do not	Assistant Superintendent for Educational Services, District TTIPS Shepherd (Director of C&I), Principal	Non-financial rewards (additional planning time; leadership training, promotions): Y1, Q1 and ongoing Material rewards may be given during Y2 and Y3

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process Cont.</b> Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>MAJOR IMPLEMENTATION TASKS</b>	<b>RESPONSIBILITY OF</b>	<b>TIMELINE: YEAR/QUARTER</b>
<b>Developing and increasing teacher and Principal effectiveness</b>		
D. Provide ongoing, high-quality, job-embedded professional development <ul style="list-style-type: none"> <li>a. Strengthen new teacher mentoring/coaching process</li> <li>b. Implement mentoring/coaching process</li> <li>c. Attend conferences/workshops based on individualized needs             <ul style="list-style-type: none"> <li>• WOW (Working on the Work, Schlechty Center)</li> <li>• SIRC training and assistance</li> <li>• Region IV training and assistance</li> <li>• Spence Rogers' PEAK Learning/Teaching for Excellence workshops and conferences</li> <li>• RTI training</li> <li>• Differentiated instruction training</li> <li>• Training in project-based learning and differentiation</li> <li>• Ruby Payne in-service on children of poverty</li> <li>• TAKS Intervention Strategies training</li> <li>• On-going ESL/ELL Strategies training for all faculty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Principal, District TTIPS Shepherd, Design Team</li> <li>b. Principal, District TTIPS Shepherd, Design Team</li> <li>c. TTIPS Project Manager, Principal, Design Team, Staff</li> </ul>	<ul style="list-style-type: none"> <li>a. Y1, Q1</li> <li>b. Y1, Q2</li> <li>c. Ongoing</li> </ul>
E. Implement strategies designed to recruit, place, and retain staff <ul style="list-style-type: none"> <li>a. Identify participants for Dickinson HS leadership cohorts             <ul style="list-style-type: none"> <li>• Design Team training, expand WOW</li> <li>• Provide two planning periods per day for core content teachers for curriculum planning and imbedded staff development; develop interdisciplinary units to increase rigor, relevance, and relationships; teaming to reduce dropouts, dropout prevention strategies, etc.</li> <li>• Common planning for departments and other teams to the extent possible</li> </ul> </li> <li>b. Refine leadership identification and training program to align with transformation model implementation criteria &amp; teacher appraisal system</li> </ul>	<ul style="list-style-type: none"> <li>a. Assistant Superintendent for Educational Services, Director of HR, Principal</li> <li>b. Principal, Design Team</li> </ul>	<ul style="list-style-type: none"> <li>a. Y2, Q1</li> <li>b. Y1, Q3; ongoing</li> </ul>
<b>Comprehensive instructional reform strategies</b>		
<b>MAJOR IMPLEMENTATION TASKS</b>	<b>RESPONSIBILITY OF</b>	<b>TIMELINE: YEAR/QUARTER</b>
A. Use data to identify and implement research-based and vertically-aligned instructional program <ul style="list-style-type: none"> <li>a. Evaluate past curricula, review latest education research, and select new curricula as deemed necessary</li> <li>b. Monitor, adjust, and evaluate instructional program</li> <li>c. Ensure vertical alignment</li> </ul>	<ul style="list-style-type: none"> <li>a. Director of Curriculum/Instruction, TTIPS Shepherd, Principal/administrative team, Design Team</li> <li>b. TTIPS Shepherd, Project Manager, Principal/administrative team, Design Team</li> <li>c. Director of C/I, Principal/administrative team, Design Team</li> </ul>	<ul style="list-style-type: none"> <li>a. Y1, Q1-Q2</li> <li>b. Y1-Y3, Q4</li> <li>c. Ongoing</li> </ul>

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Comprehensive instructional reform strategies</b>		
<b>MAJOR IMPLEMENTATION TASKS</b>	<b>RESPONSIBILITY OF</b>	<b>TIMELINE (YR/QTR)</b>
A. Use data to identify and implement research-based and vertically-aligned instructional program a. Evaluate past curricula, review latest education research, and select new curricula as deemed necessary b. Monitor, adjust, and evaluate instructional program c. Ensure vertical alignment	a. Director of Curriculum/Instruction, TTIPS Shepherd, Principal/administrative team, Design Team b. TTIPS Shepherd, Project Manager, Principal/administrative team, Design Team c. Director of C/I, Principal/administrative team, Design Team	a. Y1, Q1-Q2 b. Y1-Y3, Q4 c. Ongoing
B. Promote continuous use of student data to inform and differentiate instruction a. Verify and update campus demographics, student need, and other related baseline data. b. Implement school-wide data dashboard and other district data protocols to track student performance and demographic information a. Acquire and provide requisite technology to collect student data b. Provide technology training to show teachers how to collect, process, archive, access, and use daily and benchmark assessment data c. Utilize multiple assessments to gather benchmark (formative) student data regarding strengths, "bubble areas," and deficiencies (School-wide common assessments, TAKS, TELPAS, district benchmarks, discipline reports, attendance reports, etc.) d. Conduct mid-year (interim) assessments e. Conduct end-of-year (summative) assessments, including TAKS tests	a. District TTIPS Shepherd, Campus-Based Grant Data Assistant, PEIMS Staff b. District and campus technology staff, Project Manager, Design Team c. Design Team, teachers d. Design Team, teachers e. Design Team, teacher	a. Y1, Q1 b. Y1, Q1 c. Y1-Y3, Q1 d. Y1-Y3, Q2 e. Y1-Y3, Q4
<b>Increasing learning time and creating community-oriented schools</b>		
A. Establish schedules and strategies that provide increased learning time a. Provide opportunity for 1 hour additional tutorials for all students-2days per week b. Provide opportunity for additional tutorials for all students -2 evenings per week c. Provide flexible learning time for students who must work (optional flexible day schedule and locations) and provide opportunity for Saturday tutorials for all students d. Provide incentives to reward at-risk students for participating in extended learning time, earning credits, and accelerating their learning e. Provide Advisory Period for all 9 <sup>th</sup> grade students	a. Principal/administrative team, Design Team b. Principal/administrative team, Design Team c. Principal/administrative team, Design Team d. Principal/administrative team, Design Team e. Principal/administrative team, Design Team f. Principal/administrative team, Design Team	a. Ongoing b. Ongoing c. Y2, Q1-Q2 and ongoing d. Y1-Y3, Q2 and Q4 e. Y2 & Y3 f. Y1,Q3 -Q4 , Y2 And Y3

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<b>Increasing learning time and creating community-oriented schools</b>		
<b>MAJOR IMPLEMENTATION TASKS</b>	<b>RESPONSIBILITY OF</b>	<b>TIMELINE: YEAR/QUARTER</b>
B. Provide mechanisms for family and community engagement a. Conduct home visits for at-risk students b. Increase parental participation in DHS Academic Booster Club c. Promote opportunities for parent involvement, training, and literacy activities • Teach parents strategies to support student learning at home • Facilitate parent education services such as GED, ESL, and financial literacy courses d. Develop Parent Center • Hire additional parent coordinator/counselor/outreach worker • Provide books, DVDs, CDs, and portable players on a variety of topics that parents may borrow • Provide space for parents to meet with Principal, teachers, and student support staff • Continue Lighted Windows/Open Doors • Continue Parent Nights • Provide parent training • Offer technology skills classes for parents e. Enhance social services • Hire additional social worker or counselor	a. Communities in Schools (CIS), Counselors, Truancy Officer, Teachers b. TTIPS Shepherd, Principal/administrative team, Design Team, Teachers c. Principal/administrative team, Design Team, Teachers d. Counselors, Parent Coordinator and Social Worker (to be hired), Principal e. Principal/administrative team	a. Ongoing b. Ongoing c. Ongoing d. Y1, Q2 e. Y1, Q1-Q2 and ongoing
<b>Providing operational flexibility and support</b>		
<b>MAJOR IMPLEMENTATION TASKS</b>	<b>RESPONSIBILITY OF</b>	<b>TIMELINE: YEAR/QUARTER</b>
A. Give school sufficient operational flexibility to improve student achievement (staffing, calendars/time, and budgeting) a. Expand faculty by hiring at least one teacher in each core content area to allow staff time to develop integrated curriculum, increase student-teacher interaction, and increase available time for imbedded professional development b. Personalize social services by hiring additional social worker/counselor to work with at-risk students and families c. Manage budget to satisfy implementation of transformation model, including decisions re: i. Salaries ii. Incentives iii. Materials/Supplies iv. Professional development d. Identify, locate, purchase, requisition, receive, and install/store project-related supplies and materials	a. Principal/administrative team, Design Team, Teachers b. Principal/administrative team, Design Team c. Principal/administrative team, Design Team d. Project Manager, Principal, Design Team	a. Y1, Q4 b. Y1, Q1 c. Y1, Q1 and ongoing d. Y1, Q1 and ongoing

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).					
B. Ensure that school receives ongoing, intensive technical assistance and support a. Confirm designation of grant-specific personnel <ul style="list-style-type: none"> <li>• Grant Project Manager</li> <li>• District Shepherd</li> <li>• Additional data support personnel</li> </ul> b. Set contracts with existing providers, SIRC, Region IV, and other assistance providers as needed c. Begin project management team meetings to enhance, monitor, adjust, and finalize implementation timeline (monthly for first 4 months of project, then quarterly.) d. Gather final data, conduct year-end and summative evaluations of model e. Begin planning to adjust activities for the following school year; contract with outside evaluator	a. Assistant Superintendent for Educational Services, Director of Human Resources, Principal/administrative team b. Project Manager, Principal/administrative team, Design Team c. Project Manager, Principal/administrative team, Design Team d. Project Manager, Principal/administrative team, Design Team e. Project Manager, Principal/administrative team, Design Team	a. Y1, Q1 b. Y1, Q1-Q2 and ongoing c. Y1, Q1 and ongoing/annually d. Y1, Q1 and ongoing e. Y1-Y3, Q4			
<b>Timeline: Other Project Management/Implementation Tasks</b>					
MAJOR PROJECT MANAGEMENT TASKS	RESPONSIBILITY OF	TIMELINE (YEAR/QTR)			
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Year 1</th> <th style="width: 33%;">Year 2</th> <th style="width: 33%;">Year 3</th> </tr> </table>	Year 1	Year 2	Year 3
Year 1	Year 2	Year 3			
Hire/designate/confirm TTIPS Shepherd and Project Mgr	Assistant Superintendent	Q1			
Review project goals and objectives with Dickinson senior staff, district support staff, campus leadership and teachers, community partners, and learning community stakeholders	Project Manager (PM)	Q1, Q3			
Begin project management team meetings (monthly for first 4 months of project, then quarterly). Confirm schedule of meetings on school calendar	PM, Principal	Q1-Q4			
Verify and update district demographics, student need, and other related baseline data; make data available to project team and partners; update annually	PM, Principal, internal data and evaluation staff	Q1			
Recruit and hire grant-specific personnel (teachers, counselors, support staff, others); specify project-related duties and responsibilities	Director of HR, PM, Principal, Design Team	Jun-Aug 2010; Q3			
Gather input from Design Team to support project reforms and school turnaround; implement instructional supports	PM, Principal	Jun-Aug 2010; Q1-Q4			
Identify, locate, purchase, requisition, receive, and install/store project-related supplies and materials.	PM, Principal, Design Team	Jun-Sep 2010, Q1, Q3			
Schedule parent involvement opportunities and activities and notify appropriate staff and volunteers; begin advertising/notifying/inviting parent participation.	Principal, Parent Coordinator/Counselors/CIS	Q1-Q4			
Conduct/implement, monitor/adjust, and evaluate instructional program reforms	PM, Principal, Teachers	Q1-Q4			
Gather end-of-year evaluation data; Begin planning to adjust activities for following school year	PM, Principal	Q3-Q4			
Conduct summative evaluation of overall project.	Dir or C&I/TTIPS Shepherd, PM, Principal	Q3-Q4			
Continue planning for project sustainability/continuation.					

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<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
<b>1</b>	District administrators: Assistant Superintendent for Educational Services, Director of Curriculum/Instruction, Director of Federal Programs		
<b>2</b>	Development and business office staff: Director of Human Resources, financial/budgeting/accounting personnel		
<b>3</b>	Principal/administrative team		
<b>4</b>	Design Team (working committee of teacher leaders)		
<b>5</b>	Teachers, teacher aides, support personnel, counselors		
<b>6</b>	Students		
<b>7</b>	Parents, families, care-givers		
<b>8</b>	Site-based decision-making committee		
<b>9</b>	Business and community partners		
<b>10</b>	School board members		

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

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Improve Student Achievement in Reading/ELA	Increase learning and achievement for all students by grade and subpopulation	<i>Literacy Instruction in the Content Areas.</i> Rafael Heller and Cynthia L. Greenleaf. June 2007. Alliance for Excellent Education. <a href="http://www.all4ed/file/LitCon.pdf">http://www.all4ed/file/LitCon.pdf</a>	10/1/10	6/30/13
1A	Improve Student Achievement in Mathematics	Increase learning and achievement for all students by grade and subpopulation	<i>Getting to "Got It!": Helping Mathematics Students Reach Deep Understanding.</i> Abner Oakes, and Jon R. Star, Ph.D. March 2008. The Center for Comprehensive School Reform and Improvement.	10/1/10	6/30/13
1	Improve Student Achievement in Science	Increase learning and achievement for all students by grade and subpopulation	21st Century Skills Map—Science. Partnership for 21 <sup>st</sup> Century Skills/National Education Association. <a href="http://www.p21.org/documents/21stcskillsmap_science.pdf">http://www.p21.org/documents/21stcskillsmap_science.pdf</a>	10/1/10	6/30/13
1C	Career pathway programs	Engage students and relate education to "real-life" career opportunities, pathways, and interests	<i>21st Century Skills, Education &amp; Competitiveness: A Resource and Policy Guide.</i> 2008. Partnership for 21 <sup>st</sup> Century Skills/National Education Association. <a href="http://www.21stcenturyskills.org">http://www.21stcenturyskills.org</a>	1/3/11	6/30/13
Add additional pages as needed.					



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<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Differentiated instruction	Reach all learner types; meet the needs of all students where they are now	The Center for Comprehensive School Reform and Improvement. (2007, January). <i>A teacher's guide to differentiating instruction</i> . Washington, DC: Author. <a href="http://www.centerforcsri.org/files/TheCenter_NL_Jan07.pdf">http://www.centerforcsri.org/files/TheCenter_NL_Jan07.pdf</a>	1/3/10	6/30/13
1A, 1C	Response to Intervention (RtI)	Reach all learner types; meet the needs of all students where they are now  Increase learning and achievement for all students by grade and subpopulation	<i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i> . IES Practice Guide. What Works Clearinghouse. NCEE 2009-4060 U.S. Department of Education. April 2009. Retrieved from <a href="http://ies.ed.gov/ncee/wc/publications/practiceguides/">http://ies.ed.gov/ncee/wc/publications/practiceguides/</a>	1/1/11	6/30/13
1A (also 2B)	Use of technology to collect, disaggregate, analyze, and access data	Teachers must have access to real-time data to impact instruction	<i>Using Student Achievement Data to Support Instructional Decision Making</i> . IES Practice Guide. What Works Clearinghouse. NCEE 2009-4067 U.S. Department of Education. September 2009. <a href="http://ies.ed.gov/ncee/wc/publications/practiceguides/">http://ies.ed.gov/ncee/wc/publications/practiceguides/</a>	11/1/10	6/30/13

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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2B	Improve access to, use of, and understanding of data to drive instruction and student achievement	Ongoing access to and use of data drives meaningful instructional strategies and teaching practice	<i>Using Student Achievement Data to Support Instructional Decision Making.</i> IES Practice Guide. What Works Clearinghouse. NCEE 2009-4067 U.S. Department of Education. September 2009 <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a>	11/1/10	6/30/13
2B	Technology-based interventions	Engage multiple modalities; differentiate instruction to meet unique learning needs/preferences.	<i>Nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning</i> (2 <sup>nd</sup> ed.). Shannon, G. S., & Bylsma, P. (2007). Olympia, WA: Office of the Superintendent of Public Instruction.	11/1/10	6/30/13
2C	Classroom observation systems	Consistency in observation systems will lead to improvement across grades and subjects	<i>Nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning</i> (2 <sup>nd</sup> ed.). Shannon, G. S., & Bylsma, P. (2007). Olympia, WA: Office of the Superintendent of Public Instruction.	10/1/10	6/30/13
2B	College and career readiness activities	Relate education to "real-life" career opportunities, pathways, and interests	<i>21st Century Skills, Education &amp; Competitiveness: A Resource and Policy Guide.</i> 2008. Partnership for 21 <sup>st</sup> Century Skills/National Education Association. <a href="http://www.21stcenturyskills.org">http://www.21stcenturyskills.org</a>	1/3/11	5/30/13
2C	Ongoing communication systems	Real-time use of and access to a variety of data types increases staff competency and confidence	<i>Nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning</i> (2 <sup>nd</sup> ed.). Shannon, G. S., & Bylsma, P. (2007). Olympia, WA: Office of the Superintendent of Public Instruction.	10/1/10	6/30/13
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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Professional development to support achievement of campus and TTIPS goals	Center professional development on transformation goals to improve academic achievement and school climate.	"Here and now: Improving teaching and learning." In R. DuFour, R. Eaker, & R. Dufour (Eds.), <i>On common ground: The power of professional learning communities</i> . Schmoker, M. (2005). Bloomington, IN: National Educational Service.	11/1/10	6/30/13
3B	Individualized professional development	Accelerate professional growth for all teachers; meet unique needs based on background, skills, and years of experience	"Professional Learning Framework and Module Summaries." SREB Leadership Curriculum Modules. Southern Regional Education Board, 2009. <a href="http://www.sreb.org">http://www.sreb.org</a>	11/1/10	6/30/13
3A, 3C	System for measuring utility of professional development	Demonstrate transfer from knowledge to practice; create accountability for ongoing instructional improvement.	<i>Reviewing the evidence on how teacher professional development affects student achievement</i> . October 2007. Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance. US Department of Education. <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>	12/1/10	6/30/13
3C	Evaluation of staff development	Build institutional knowledge around what trainings/conferences are effective.	See above	10/1/10	6/30/13

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<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Additional interventions for LEP and Special Education	Reach all learner types; meet the needs of all students where they are now	<i>Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions.</i> Shernaz B. García and Alba A. Ortiz. 2008. National Center for Culturally Responsive Education Systems, funded by the US Department of Education Office of Special Education Programs.	11/1/10	6/30/13
3C, 4C	Data utilization training (assessment program/reports)	Ongoing access to and use of data drives meaningful instructional strategies and teaching practice	<i>Parsing the Achievement Gap: Baselines for Tracking Progress.</i> Paul E. Barton and Richard J. Coley. April 2009. Policy Evaluation and Research Center Policy Information Center. Educational Testing Service <a href="http://www.ets.org/research/pic">http://www.ets.org/research/pic</a>	1/3/11	6/30/13
4A, 4B, 4C	Ongoing family/community engagement	Improving family engagement leads to greater student achievement and student/parent satisfaction	<i>Understanding Latino parental involvement in education: Perceptions, expectations, and recommendations.</i> Zarate, M. E. (2007). New York: The Thomas Rivera Policy Institute. <a href="http://www.trpi.org/PDFs/TW%20REPORT.pdf">http://www.trpi.org/PDFs/TW%20REPORT.pdf</a>	1/3/11	6/30/13
4C	Students' social, emotional, health needs (additional counseling and guidance)	Meeting the social, emotional, and health needs of students provides a foundation for increased learning and achievement and creates a community school	<i>Reaching Out to Families and the Community: How Some High-Performing Schools are Engaging Families and Citizens to Support Student Achievement.</i> Warger, Eavy & Associates for the Center for Comprehensive School Reform. Issue Brief. April 2009. <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>	1/3/11	6/30/13

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Access to community services	Educate and meet the needs of the whole child; connect families with community resources	<i>Reaching Out to Families and the Community: How Some High-Performing Schools are Engaging Families and Citizens to Support Student Achievement.</i> Warger, Eavy & Associates for the Center for Comprehensive School Reform. Issue Brief. April 2009. <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>	9/1/11	6/30/13
5A	Increasing opportunity for input	Improving family engagement leads to greater student achievement and student/parent satisfaction	<i>Family and community involvement: Reaching out to diverse populations.</i> Timmons, D. (2000). Austin, TX: Southwest Educational Development Laboratory. <a href="http://www.sedl.org/pubs/catalog/items/fam29.htm">http://www.sedl.org/pubs/catalog/items/fam29.htm</a>	1/3/11	6/30/13
5A, 5B, 5C	Parent Resource Center	Equip families to support student learning at home.	See above	1/3/11	6/30/13
5B	Effective parent conferencing	Connecting parent to the campus and making them feel welcome and comfortable will translate into higher satisfaction and engagement with the learning community	<i>Understanding Latino parental involvement in education: Perceptions, expectations, and recommendations.</i> Zarate, M. E. (2007). New York: The Thomás Rivera Policy Institute. <a href="http://www.trpi.org/PDFs/TW%20REPORT.pdf">http://www.trpi.org/PDFs/TW%20REPORT.pdf</a>	9/1/11	6/30/13
5A, 5B, 5C	Parent workshops	Increasing family education and opportunity raises the level of the entire community	See above	1/3/11	6/30/13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Increase attendance	Increasing attendance is the first step to increasing learning time	<i>Developing a Positive School Climate.</i> Center for Comprehensive School Reform. Issue Brief. April 2009. <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>	9/1/10	6/30/13
6A, 6B	Improve school safety and perception of school safety	Heighten campus security to establish school as a place where students feel safe, trust their teachers, and are able to learn.	<i>The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy.</i> National School Climate Center, Center for Social and Emotional Education, and National Center for Learning and Citizenship at Education Commission of the States. (2008). <a href="http://www.ecs.org/html/projectsPartners/nclc/docs/school-climate-challenge-web.pdf">http://www.ecs.org/html/projectsPartners/nclc/docs/school-climate-challenge-web.pdf</a>	9/1/10	6/30/13
6C	Decrease discipline referrals	Instill students with self-control and self-confidence to manage their own behavior	<i>Developing a Positive School Climate.</i> Center for Comprehensive School Reform. Issue Brief. April 2009. <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>	9/1/10	6/30/13
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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Critical Success Factor 7: Increase Teacher Quality**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Align professional development with campus needs assessment	Increase operational efficacy and improve student achievement; target expenditures to needs; accelerate achievement of campus and district goals	<i>Reviewing the evidence on how teacher professional development affects student achievement.</i> October 2007. Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance. US Department of Education. <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>	10/1/10	6/30/13
7B	Differentiation programs and training	Increase operational efficacy and improve student achievement; accelerate achievement of campus and district goals	Gregory, G., & Chapman, C. (2006). <i>Differentiated instructional strategies: One size doesn't fit all.</i> Thousand Oaks, CA: Corwin Press.	11/1/10	6/30/13
7C	Innovating recruit/retain strategies	Increase operational efficacy and improve student achievement; develop lasting student-teacher-community relationships	<i>What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover.</i> Alliance for Excellent Education Issue Brief. February 2008. <a href="http://www.all4ed.org">http://www.all4ed.org</a>	9/1/11	6/30/13
7B	Rigor and relevance training	Increase operational efficacy and improve student achievement	"Professional Learning Framework and Module Summaries." SREB Leadership Curriculum Modules. Southern Regional Education Board, 2009. <a href="http://www.sreb.org">http://www.sreb.org</a>	9/1/10	6/30/13
7A	Systems for ongoing feedback and observations	Increase operational efficacy and improve student achievement; increase teacher competence and confidence; accelerate achievement of campus and district goals	<i>Reviewing the evidence on how teacher professional development affects student achievement.</i> October 2007. Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance. US Department of Education. <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>	10/1/10	6/30/13

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description**

**Part 4: Waiver Requests**

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

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

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

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

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### Texas Title I Priority Schools Grant

#### Schedule #4C—Performance Assessment and Evaluation

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

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

The **Project Manager (PM)** will communicate with Dickinson ISD **district and campus administrators** at least weekly throughout the three-year project period to monitor the planning, implementation, and achievement of all annual performance milestones of this TTIPS initiative. The PM will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the management team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.

In addition to other duties previously described, the PM will complete and deliver written Activity/Progress Reports TEA in order to determine:

- The extent to which activities proposed in this application are implemented as planned;
- The extent to which the activities/strategies achieve the goals and objectives of the project; and
- The nature and extent of project impact on project participants/beneficiaries.

#### Major Ongoing Monitoring/Improvement/Program Adjustment Tasks:

TASK	SCHEDULE/TIMELINE
Involve lead teachers/grade level chairs/departments chairs/instructional coaches in the planning process	Weekly
Utilize instructional leadership expertise of campus-based Design Team (working committee of teacher leaders)	Weekly
Contract with SIRC to conduct TTIPS Snapshot and other support as appropriate	Annually
Contract with external evaluation specialist to set up TTIPS project evaluation procedures, methods, instruments, and data collection process	Year 1; annual updates if necessary
Finalize plan for monitoring (revisit annually)	Annually
Conduct evaluations of academic performance using common assessment process and DISD benchmarks	Every 9 weeks
Collect student achievement data (TAKS/STARR, grades, passing/failure rates, credits, TELPAS, completion rates)	At least every 9 weeks (grading period)
Analyze data and report to TEA in requested formats	Quarterly/Semi-annually as requested
Review financial/cost/accounting procedures and complete interim reports	Semi-annually

**Dickinson ISD agrees to comply with any evaluation requirements that may be established by TEA, and will submit the evaluation reports in the format requested by the agency.**

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description.</b> By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p><b>Formative</b> assessment of student achievement will take place <b>every nine weeks</b> grading period during each school year and <b>weekly</b> during each summer session. Surveys and other broad-based opportunities for input will take place at least <b>semi-annually</b>. Please see the following page for more detail on the instruments used and the estimated schedule of data collection for each type.</p> <p>The TTIPS Project Manager (PM), Principal, and other project support staff will gather and present data collected from teachers and other staff members, including data on student achievement to the Director of Curriculum and Instruction (serving as the TTIPS Shepherd) and others as appropriate in order to seek guidance throughout the funding period. Additionally, project stakeholders, including parents, will have weekly opportunities to provide input, make suggestions about, and participate in project activities throughout the funding period through channels such as informal contact with teachers, email, parent/family involvement activities, and parent-teacher conferences.</p> <p><b>Feedback for ongoing refinement</b> of the initiative will be obtained from project staff, district administrators, teachers, students, parents, families, and other stakeholders at least quarterly to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.</p> <p><b>Internal Communication, Coordination, and Reporting</b></p> <p>The following general schedule of communication will be observed throughout the funding period:</p> <ul style="list-style-type: none"> <li>• <b>Weekly</b>—PM, Dickinson High School Principal, support personnel, and project teachers communicate about implementation of project activities as needed; project teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate.</li> <li>• <b>Monthly</b>—Director of C&amp;I/TTIPS Shepherd meets with the PM to communicate updates and monitor and adjust project activities and management; PM works with district-level Content Teams and Principal to schedule teachers and support staff to attend and participate in professional development.</li> <li>• <b>Quarterly</b>—PM and Principal administer anonymous response surveys to gather qualitative data to guide project implementation and benchmarking; PM works with financial/business staff to review project expenditures, coordinated funding, and school expenses to ensure compliance with district policies</li> <li>• <b>Semi-annually</b>—PM (as supported by Director of C&amp;I/TTIPS Shepherd, Director of Federal Programs, data personnel, and others) completes evaluation reports as required by TEA and reports results to the Dickinson learning community via board meetings, faculty meetings, and other channels as appropriate; PM, Director of C&amp;I/TTIPS Shepherd, Director of Federal Programs, and Principal identify opportunities to sustain the project after the funding period ends</li> <li>• <b>Annually</b>—Director of C&amp;I/TTIPS Shepherd, PM, and Principal meet to review comprehensive needs assessment, campus improvement plan, and all related program data, surveys, and reports; adjust reform activities and model implementation for the upcoming school year; and renew contracts with external service providers.</li> </ul>		

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### Texas Title I Priority Schools Grant

#### Schedule #4C—Performance Assessment and Evaluation

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

**Section 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

To facilitate **data collection** throughout the project period, Dickinson's data and evaluation personnel will work with the TTIPS Project Manager to carefully and thoroughly design a comprehensive schedule of data gathering that will facilitate project implementation and support project reporting. The TTIPS budget also includes a line item for contracted services so Dickinson High School can engage an experienced TEA grant project evaluator or SIRC personnel to guide Dickinson staff through this crucial evaluation design task.

The estimated **schedule of overall data collection** is as follows:

Data/Evaluation Type	Collection Schedule
Attendance	Daily
Grades	Daily, Weekly, Every 9 Weeks, Semester, Annually
Interim Assessments (IAs)	Every 9 weeks, district-wide
Demographics	Semi-annually
TAKS/STARR benchmarks	Quarterly
TAKS/STARR exam	Annually
Participation in professional development or coaching	As needed
Parent Involvement	At least monthly
Teacher access to/use of data	At least monthly
Student/parent/teacher satisfaction/school climate	At least semi-annually
Teacher quality/effectiveness	At least quarterly
Leader quality/effectiveness	At least quarterly
Extended learning time	Monthly

**Data collection procedures/instruments** are summarized as follows:

Data Type	Instruments	Related Critical Success Factors*
Quantitative	Surveys, payroll records, attendance logs, sign-in sheets, certificates of participation, registration forms, AEIS data, student achievement data, teacher and administrator observation, inventories,	1A, 2A, 3A, 3C, 4A, 4B, 4C, 5A, 5C, 6A, 6B, 6C, 7B, 7C
Qualitative	Surveys, interviews, teacher and administrator observation, program participant feedback forms	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4C, 5B, 5C, 7A, 7B, 7C

\* See page 35 for the list of CSF codes

Internal data/evaluation staff and the contracted evaluation specialist or SIRC personnel will work with the Chief Schools Officer/Project Director, the TTIPS Project Manager, and Dickinson High School Principal to define data analysis tasks that will yield usable data. The INOVA data system will greatly facilitate **access to, disaggregation of, and use of data to improve instruction**. **Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. More detailed procedures and systems will be designed during the first quarter of project year 1. See pages 45 and 46 for more information on how Dickinson High School will use data for **continuous program improvement**.

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Dickinson ISD conducts a <b>district-wide comprehensive needs assessment</b> annually and <b>campus-specific needs assessments</b> semi-annually (described more fully on page 16). Together with multiple methods and processes to collect <b>student achievement data</b> (daily, weekly, monthly, every 9 weeks, semi-annually, and annually), Dickinson's senior administrators and the Dickinson High School campus principal rely on these two major processes to set performance goals for each campus and for the district as a whole.</p> <p>Data-driven performance goals are set by the Site-based Decision-making Team. Committees are formed to look at data from a variety of sources (see page 15 for a comprehensive list), and focus groups are formed to review data regarding and progress toward goals in Technology, Student Motivation and Building Relationships, Engaged Learners, Relevance and Authenticity, Assessment, Student Intervention, Teen Pregnancy and Parenting, Career Exploration Opportunities, Extended-period Instruction, Student Enrichment, Rigor and Relevance, Differentiated Instructional Strategies.</p> <p>The table on the following page illustrates the connections between and among the TTIPS Performance Goals and the current slate of Performance Goals identified by Dickinson High School. Throughout the project period, the comprehensive needs assessment and goal-setting process will include assessment and updating of the TTIPS Critical Success Factors and Performance Goals in order to keep this initiative on track for success.</p> <p>The entire Campus Improvement Plan can be located online at <a href="http://www.dickinsonisd.org/docs/1-campus.DHS_CIP.swf">http://www.dickinsonisd.org/docs/1-campus.DHS_CIP.swf</a>.</p>		

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### Texas Title I Priority Schools Grant

#### Schedule # 4C—Performance Assessment and Evaluation

#### Part 2: Process for Development of Performance Goals

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

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

TTIPS Performance Goal/Critical Success Factors	Related Dickinson High School Performance Goal (2009-10)
<b>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math</b> <ul style="list-style-type: none"> <li>Data-driven instruction</li> <li>Curriculum Alignment (both horizontal and vertical)</li> <li>On-going Monitoring of Instruction</li> </ul>	Goal 1: Improve Student Performance Goal 3: Increase Educational Opportunities for Special Populations Goal 6: Expand the Use of Technology
<b>2 – Increase the Use of Quality Data to Drive Instruction</b> <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul>	Goal 1: Improve Student Performance Goal 3: Increase Educational Opportunities for Special Populations Goal 6: Expand the Use of Technology
<b>3 – Increase Leadership Effectiveness</b> <ul style="list-style-type: none"> <li>a. On-going Job Embedded Professional Development</li> <li>b. Operational Flexibility</li> <li>c. Resource/Data Utilization</li> </ul>	Goal 4: Professional Growth for Staff
<b>4 – Increase Learning Time</b> <ul style="list-style-type: none"> <li>o Flexible Scheduling</li> <li>o Instructionally-focused Calendar</li> <li>o Staff Collaborative Planning</li> </ul>	Goal 1: Improve Student Performance Goal 3: Increase Educational Opportunities for Special Populations Goal 6: Expand the Use of Technology
<b>5 – Increase Parent/Community Involvement</b> <ul style="list-style-type: none"> <li>o Increased Opportunities for Input</li> <li>o Effective Communication</li> <li>o Accessible Community Services</li> </ul>	Goal 5: Active Parent and Community Involvement
<b>6 – Improve School Climate</b> <ul style="list-style-type: none"> <li>o Increased Attendance</li> <li>o Decreased Discipline Referrals</li> <li>o Increased Involvement in Extra/Co-Curricular Activities</li> </ul>	Goal 2: A Safe Learning Environment Goal 3: Increase Educational Opportunities for Special Populations Goals 7 and 8: Staff Recognition, Communication, and Building Relationships
<b>7 – Increase Teacher Quality</b> <ul style="list-style-type: none"> <li>• Locally Developed Appraisal Instruments</li> <li>• On-going Job Embedded Professional Development</li> <li>• Recruitment/Retention Strategies</li> </ul>	Goal 4: Professional Growth for Staff

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**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	TAKS/STARR scores; AEIS	Gr 9: 97% Gr 10: 87% Gr 11: 90%	Gr 9: 97% Gr 10: 90% Gr 11: 91%	Gr 9: 98% Gr 10: 92% Gr 11: 92%	Gr 9: 98% Gr 10: 95% Gr 11: 94%
2	Improve Student Achievement in Mathematics	TAKS/STARR scores; AEIS	Gr 9: 91% Gr 10: 89% Gr 11: 87%	Gr 9: 92% Gr 10: 90% Gr 11: 90%	Gr 9: 93% Gr 10: 91% Gr 11: 91%	Gr 9: 94% Gr 10: 92% Gr 11: 92%
3	Improve the percent of students achieving Commended Performance in Reading/ELA	TAKS/STARR scores; AEIS	Gr 9: 16% Gr 10: 8% Gr 11: 17%	Gr 9: 20% Gr 10: 12% Gr 11: 20%	Gr 9: 25% Gr 10: 15% Gr 11: 25%	Gr 9: 30% Gr 10: 20% Gr 11: 30%
4	Improve the percent of students achieving Commended Performance in Mathematics	TAKS/STARR scores; AEIS	Gr 9: 25% Gr 10: 12% Gr 11: 19%	Gr 9: 30% Gr 10: 17% Gr 11: 25%	Gr 9: 33% Gr 10: 20% Gr 11: 30%	Gr 9: 35% Gr 10: 25% Gr 11: 33%
5	Improve Student Achievement in Science	TAKS/STARR scores; AEIS	Gr 10: 90% Gr 11: 91%	Gr 10: 91% Gr 11: 92%	Gr 10: 92% Gr 11: 93%	Gr 10: 93% Gr 11: 94%

**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	<b>Improve access to data:</b> Number of teachers who access data on a weekly basis	Data system logs of user access	NA	65%	75%	85%
2	<b>Improve use of data:</b> Number of teachers who use data when designing lesson plans, reteaching activities, and/or tutorials for at-risk or special populations	Teacher survey; copies of lesson plans; observation	NA	75%	85%	95%
3	<b>Improve use of data: Provide core teachers with additional planning period to collaborate, disaggregate and plan student(s) interventions, improve curriculum, and meet with parents to discuss student needs according to data reviewed on a weekly basis</b>	INOVA data; AWARE data; teacher classroom data; district benchmarks	N/A	70%	85%	95%
4						



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### Texas Title I Priority Schools Grant

#### Schedule # 4C—Performance Assessment and Evaluation

#### Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of teachers <u>identified</u> for instructional leadership training pipeline (Design Team “bench”)	Principal report; Design Team meeting minutes	NA	25	35	50
2	Increase number of teachers who <u>receive</u> instructional leadership training	Principal report; sign-in sheets; agendas/calendars	6	10	30	50
3	Increase number of <u>hours</u> of instructional leadership training for teachers	PD contracts/hrs.; agendas/calendars	6	12	18	24
4	Increase number of teacher <u>leaders</u> on campus	Principal report; observation	16	20	30	40
5	Increase number of hours of coaching/training support for <u>principal</u>	Log of coaching and PD hours	2/month	6/month	10/month	12/month
6	Increase number of hours of coaching/training support for <u>other campus administrators</u>	Log of coaching and PD hours	2/month	6/month	10/month	12/month

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of weekly school-year tutorial hours	Principal report; observation; school schedule	2	4 hours/ wk x 30 wks.	6 hrs./wk. x 30 wks.	8 hrs./wk. x 30 wks.
2	Increase number of subjects included in after-school tutorials	Principal report; observation; teacher reports	4	5	6	7
3	Increase the percent of at-risk students who participate in tutorials or other extended learning time activities	Administrator report; sign-in sheets; teacher reports; counselor reports	20%	45%	65%	80%
4	Increase number of students taking part in credit recovery programs	Principal report; observation; summer calendar	20	30%	50%	75%



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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of parent involvement activities	School calendar; agendas;	2	5	7	9
2	Increase percent of students whose parents attend at least two parent involvement activities	Sign-in sheets	NA	35%	40%	50%
3	Increase the number of parents attending Open House	Sign-in sheets, Evaluation sheets, Parent Surveys	NA	150	200	250
4	Increase the number of parents on campus committees and advisory boards	Committee/ Board rosters	3	5	7	9
5	Increase the number of parent contacts	CIS staff reports; school counselor reports	50	75	85	95

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percent of students who say they feel safe on campus	Student survey/Pride Surveys	NA	80%	85%	90%
2	Increase the percent of students who report positive relationships with adults on campus	Student survey	NA	80%	85%	90%
3	Increase the percent of at-risk students participating in school engagement and leadership training activities	Sign-in sheets; counselor/CIS staff reports; observation	NA	20%	35%	50%
3	Decrease the number of discipline referrals	Discipline data; administrator reports	N/A	10%	15%	20%
4	Increase parent satisfaction with school safety and discipline	Parent survey/Pride Surveys	NA	65%	75%	85%

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percent of teachers integrating WOW strategies in their daily lessons	Principal reports; observations; teacher reports	20%	50%	80%	95%
2	Increase Rigor and Relevance integrated into daily lessons, from levels A and C to levels B and D	Principal reports; observations;	40%	60%	75%	95%
3	Increase percent of teachers scoring Proficient on Domains 1 and 2 of PDAS	Professional Development Appraisal System (PDAS) reports	75%	85%	90%	95%
4	Increase percent of teachers completing their goals and expectations set on DDAS	Dickinson Development Appraisal System (DDAS) reports	NA	80%	95%	95%
5	Increase percent of teachers mastering their goals which they set in LEAP	Lead Educator Action Plan (LEAP)	NA	80%	95%	95%

**Increase Teacher Quality (cont. from Part 3) from** -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
6	Increase percent of quality teachers retained (not including those who leave for advancement or family transfers)	Campus Teacher Exit reviews	80%	85%	90%	95%
7	Increase percent of highly qualified teachers recruited and hired for campus	NCLB Highly Qualified Report for Campus	98%	100%	100%	100%
3						
4						
5						

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Absenteeism/Truancy</b>				
<b>#</b>	<b>Strategies for Absenteeism/Truancy</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
<b>#</b>	<b>Strategies for High Mobility Rates</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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<b>Texas Title I Priority Schools Grant</b>								
<b>Schedule #5—Program Budget Summary</b>								
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A						<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
Project Period: <del>August</del> <sup>OCTOBER</sup> 1, 2010 through June 30, 2013								
<b>Class/Object Code and Description</b>				<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>	
Payroll Costs	5B	6100	<del>\$2,118,842</del> \$2,130,342	178,151	\$11,500	\$2,308,493		
Professional and Contracted Services	5C	6200	452,774	0	0	452,774		
Supplies and Materials	5D	6300	299,000	2,760	0	301,760		
Other Operating Costs	5E	6400	<del>550,270</del> \$557,770		7,500	557,770		
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	0	0	0	0		
Total Direct Costs			<del>\$3,420,886</del>	180,911	19,000	3,620,797		
1.511% Indirect Costs				0	0	0		
<b>Grand Total</b>			<u>\$3,439,886</u>					
Total Budgeted Costs:			<del>\$3,420,886</del>	\$180,911	\$19,000	\$3,620,797		
<b>Administrative Cost Calculation</b>								
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$3,620,797		
Multiply by 0.05 (5% limit)						X 0.05		
Enter Maximum Allowable for Administration, including Indirect Costs						\$181,039		



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by telephone/e-mail/FAX on <u>9/22/10</u> by <div style="font-family: cursive; font-size: 1.2em;">S. Sheehan</div> of TEA.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 <b>\$699,673</b> Year 2: SY 2011-2012 <b>\$1,459,235*</b> Year 3: SY 2012-2013 <b>\$1,461,889*</b>  * 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
<div> <b>Year 1:</b> <ul style="list-style-type: none"> <li>Campus grant costs: \$635,427</li> <li>Administrative costs: \$45,246</li> <li>Pre-award costs: \$19,000</li> </ul> </div> <div style="margin-top: 10px;"> <b>Year 2:</b> <ul style="list-style-type: none"> <li>Campus grant costs: \$1,391,738</li> <li>Administrative costs: \$67,497</li> </ul> </div> <div style="margin-top: 10px;"> <b>Year 3:</b> <ul style="list-style-type: none"> <li>Campus grant costs: \$1,393,721</li> <li>Administrative costs: \$68,168</li> </ul> </div>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>					
<b>Budgeted Costs</b>					
	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Amount Budgeted
<b>Instruction</b>					
1	Teacher	Instructional support, extra planning time, develop curriculum, etc.	12		\$ 1,326,600
2	Educational Aide				
3	Tutor				
<b>Program Management and Administration</b>					
4	Project Director				
5	Project Coordinator	TTIPS Project Manager	1		154,914
6	Teacher Facilitator				
7	Teacher Supervisor				
8	Secretary/Administrative Assistant				
9	Data Entry Clerk				
10	Grant Accountant/Bookkeeper				
11	Evaluator/Evaluation Specialist				
<b>Auxiliary</b>					
12	Counselor				
13	Social Worker	Social/emotion support for students and families	1		196,950
14	Child Care Provider				
15	Community Liaison/Parent Coordinator				
16	Bus Driver				
17	Cafeteria Staff				
18	Librarian				
19	School Nurse				
<b>Other Employee Positions</b>					
22	Title: Parent Liaison/Outreach		1		168,321
23	Title:				
24	Title:				
25	Title:				
26	<b>Subtotal Employee Costs</b>				\$ 0 1,846,785
<b>Substitute, Extra-Duty, Benefits</b>					
27	6112	Substitute Pay: <b>For professional development: \$46,200</b>			\$ 46,200
28	6119	Professional Staff Extra-Duty Pay: • Pre-award meetings, extra-duty pay, staff time, etc: \$10,000 • Extra-duty pay to support increased learning time: \$104,400		10,000	<del>104,400</del> \$ 114,400
29	6121	Support Staff Extra-Duty Pay			<del>\$ 301,108</del>
30	6140	Employee Benefits: <b>15% of staff listed above</b>		1,500	<del>299,608</del>
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$ 11,500 <del>\$ 450,208</del> \$ 461,708
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$ 11,500 <del>2,296,993</del> \$ 2,308,493

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Amount Budgeted</b>	
621 2	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose			\$	\$	
626 9	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:					
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose:					
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:					
<b>Subtotal</b>						
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>						
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Principal/leaders competency review process			\$7,000	\$0	\$7,000
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
<b>Subtotal</b>						
<b>Professional and Consulting Services Less than \$10,000</b>				<b>\$0</b>	<b>\$7,000</b>	
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>						
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>						
Campus snapshot/online professional development for leadership						
<b>Contractor's Cost Breakdown of Service to be Provided</b>			<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs				\$ 18,000	\$ 0	\$ 18,000
Title:						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (      %)						
<b>Total Payment:</b>				<b>\$ 18,000</b>	<b>\$ 0</b>	<b>\$ 18,000</b>

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Leadership coaching (\$125/hr. x 12 hrs./month x 12 months/year in years 2 and 3)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 36,000	\$ 0	\$ 36,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 36,000	\$ 0	\$ 36,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Customized performance management system (INOVA)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 57,000	\$ 0	\$ 57,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 57,000	\$ 0	\$ 57,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Curriculum alignment with TEKS; comprehensive formative assessment system				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 30,000	\$ 0	\$ 30,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 30,000	\$ 0	\$ 30,000

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>5. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Evaluation/data consulting to assist with system creation and setup				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 15,000	\$ 0	\$ 15,000
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 15,000	\$ 0	\$ 15,000
<b>6. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> WOW Training (Schlechty Center—Working on the Work)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 60,400	\$ 0	\$ 60,400
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 60,400	\$ 0	\$ 60,400
<b>7. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Technology integration training				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 39,374	\$ 0	\$ 39,374
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 39,374	\$ 0	\$ 39,374

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>8. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Aric Bostic-Success Training, Camp of Champs Student Leadership Camps				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 75,000	\$ 0	\$ 75,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 75,000	\$ 0	\$ 75,000
<b>9. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Differentiated instructional strategies/College Career Readiness/AP & Pre-AP Training: College Board				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 70,000	\$ 0	\$ 70,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 70,000	\$ 0	\$ 70,000
<b>10. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Other PD—content to be determined (such as parent contact/outreach, ESL/ELL strategies, children of poverty, or similar)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title: _____		\$ 45,000	\$ 0	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (      %)				
<b>Total Payment:</b>		\$ 45,000	\$ 0	\$ 45,000
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$ <u>445,774</u>	\$	\$ <u>445,774</u>
<b>Summary of Professional and Consulting Services Costs Requiring Specific Approval:</b>				
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		7,000	0	7,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		445,774	0	445,774
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0	0	0
<b>Grand Total:</b>		<b>\$452,774</b>	<b>\$0</b>	<b>\$452,774</b>

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ 0	\$ 22,500	
	#	Type	Purpose			Quantity
	1	Computers	New school staff (14); project manager (1)			15
	2		14 Computers @ \$1483 and 1 computer @ \$1738			
	3					
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>				0	22,500	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				0	279,260	
<b>Grand Total</b>				<b>\$0</b>	<b>\$301,760</b>	

**Detail of 6300:**

Per discussion with Principal and Design Team (9/2010) no materials will exceed the individual item total of \$5,000, which follows the DISD policy for capital outlay. If At any time, during the grant period, a change is considered and items necessary to implement the grant exceed the per item cost of \$5,000, the district will contact the assigned grant negotiator to discuss proposal.

General supplies for project implementation and management (includes WOW book for teachers) + dif. instruct. Books	
Science/Career and Technology Instructional supplies	
Social studies /Student Elective Instructional supplies	
Mathematics instructional supplies	
Reading/language arts instructional supplies	
Student support services supplies and materials	
Parent involvement/engagement supplies and materials	
<b>TOTAL</b>	<b>\$279,260</b>

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>		
Expense Item Description	Pre-Award	Total Budgeted
6411 Out of State Travel for Employees (includes registration fees) Specify purpose:	\$	\$
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499 Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>		0
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>		7,500
<b>Grand Total</b>		<b>\$7,500</b>

**\$557,270**

**Detail for 6400:**

Pre-award travel for technical assistance, TTIPS meetings, etc.	\$7,500
Travel to District TTIPS Institute	\$6,420
Travel for WOW training	\$71,220
Travel for site visits	\$6,570
Student transportation for extended learning activities -after school/Saturday/summer extended learning activities	\$450,000
Travel to Model Schools Conference	\$16,060
<b>TOTAL</b>	<b>\$557,770</b>



<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

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

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

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

Rev. 03/2010

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



<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<div style="text-align: center;"> <u>084-901</u>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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

**SCHEDULE #6D -**

Disclosure of Lobbying Activities

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**084-901

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b>  NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>084-901</u> County-District No.
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**4. Highly Qualified:**

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

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



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>084-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>084-901</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

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

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

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

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

Revised 03/03

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

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#### Federal Statutory Requirements

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

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

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

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individual students.

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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

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

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



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

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

**Terms defined:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with		<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Dickinson ISD</b> 084-901
by telephone/e-mail/FAX on _____ by _____  of TEA.			LEA Name County-District#
			Dickinson High School 001
			Campus Name Campus Number
			74-6000683 IV (4)
		9-Digit Vendor ID# ESC Region	
		NOGA ID# (Assigned by TEA) Date of Report	
<b>Texas Title I Priority Schools Grant</b>			
<b>Tier III Model Selection and Description Report - TRANSFORMATION</b>			
<b>Option 1 Timeline Due to TEA no later than August 31, 2010.</b> <b>Option 2 Timeline Due to TEA no later than February 1, 2011.</b> <b>May be submitted any time prior to deadline.</b>			
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			
<b>Part 1: Identified Needs</b>			
<b>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).</b>			
<b>1. Improve Academic Performance</b>			
<b>Milestones</b>	<b>A</b>	<b>Need for a more engaged learner which will lead to higher performance.</b>	
	<b>B</b>	<b>Need for district curriculum written to enhance student engagement.</b>	
	<b>C</b>	<b>Need for focused professional development that enhance areas for teacher expertise in CATE, AP and Pre AP &amp; Special Programs</b>	

<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
<b>Milestones</b>	<b>A</b>	Need for value added evaluation system-for interpretation, and integration of student data to determine student academic counseling, lesson planning/ or re-direction in order provide student engagement.
	<b>B</b>	Need for data to plan extended day activities, mentor placement, prescribing interventions (RTI), and delivering appropriate teaching models needed to integrate relevant and rigorous curriculum/instruction.
	<b>C</b>	Need for additional time during the school day for teachers to collaborate and evaluate data in order to plan curriculum changes, adjust lesson plans, hold student and parent counseling sessions aimed at improving student performance.
<b>3. Increase Leadership Effectiveness</b>		
<b>Milestones</b>	<b>A</b>	Need for an expanded CNA, principal evaluation/ coaching/ in order to provide principal with tools necessary to expand teacher-leadership roles within campus
	<b>B</b>	Need for development and planning training/experiences--in order to create the capacity to meet the various needs of instructional staff (i.e.: background, skills and experience, etc.)
	<b>C</b>	Need for a specifically designed evaluation process that allows administration to capture the 'transfer from knowledge to practice' during classroom observations
<b>4. Increase Learning Time</b>		
<b>Milestones</b>	<b>A</b>	Need for time to investigate/pilot and implement a 'modified schedule day' to allow students who work or have family duties which impose on the 'regular school day' ,to allow for completion of credits for graduation.
	<b>B</b>	Need for extended learning opportunities for all students, regardless of academic program, in order to receive academic assistance
	<b>C</b>	Need for an additional planning periods for selected staff to provide collaboration among peers in order to meet student needs
<b>5. Increase Parent / Community Involvement</b>		
<b>Milestones</b>	<b>A</b>	Need for a campus parent liaison -fully involved in the community and has the ability to design a family engagement program based on parents strengths and needs
	<b>B</b>	Need for more focused, positive communication with students and their families, with emphasis on reducing the drop-out rate and increasing the completion rate.
	<b>C</b>	Need for the sustainability of family engagement support resources and identification of local partners who can provide resources and support for the campus.
<b>6. Improve School Climate</b>		
<b>Milestones</b>	<b>A</b>	Need for a campus Social Worker who will engage families and offer resources. necessary for students to be able to attend school on a daily basis in order to graduate
	<b>B</b>	Need for an outside resource to provide team leadership opportunities
	<b>C</b>	Need for on-going and sustained communication among staff/students/administration/ and student families.
<b>7. Increase Teacher Quality</b>		
<b>Milestones</b>	<b>A</b>	Need for high quality teacher performance levels which allows for the use of district-developed appraisal instruments.
	<b>B</b>	Need for more time for teachers to be provided with professional development without taking them away from campus/classroom
	<b>C</b>	Need for training which will enhance the recruitment and interview process for Campus Design Team and Administrators.



Other Identified Needs (not listed above)	
A	
B	

**Part 2: Budget by Identified Needs**

Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.

Improve Academic Performance	43%
Increase the Use of Quality Date to Drive Instruction	2%
Increase Leadership Effectiveness	8%
Increase Learning Time	22%
Increase Parent / Community Involvement	7%
Improve School Climate	9%
Increase Teacher Quality	4%
Other Remaining Costs	5%

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**

The district replaced the high school principal beginning in 2008-09. From 2008-2010, the campus has made significant progress with improved academic scores on state tests and improved graduation rate. In 2010, the total campus effort helped the school avoid School Improvement and for the first time in 4 years, the campus met AYP. The principal's focus is on making DHS a professional learning community--one that values differences, ingenuity, risk-taking and collaborative planning. The grant allows for a complete administrative evaluation, coaching and training that focus on developing an engaged learning community.

- 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;**

Through the use of the district appraisal systems PDAS & DDAS and LEAP (locally appraisal systems developed collaboratively with teachers and administration), teachers are rated on their implementation of district initiative and goals. Teachers who are not successful working with students are placed on professional growth plans. These growth plans require further professional development including lesson planning, instructional strategies and observing master teachers. Teachers who do not improve after continued opportunities are recommended for non-renewal. Teachers who consistently improve student achievement and graduation rates, are also provided the opportunity to be evaluated on locally developed appraisal systems (DDAS or LEAP) which empowers teachers to be responsible for their professional goals and creative in their action profile for student improvement.

- 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**

By adding additional staff members to the organization, the bell schedule can be arranged to provide time during the day for embedded staff development, utilization of collaborative lesson planning and curriculum alignment. This time will provide opportunities for specific professional development that will help teachers design lessons that optimize student engagement, increase rigor and relevance, and build relationships, without leaving the campus or classroom during the instructional day. Staff will have common planning periods which will assist teachers with implementing teaming concepts such as individual student monitoring and integrated curriculum. For example, The Working on the Work Framework will train a group of master teachers to design and facilitate protocols to assist teacher in preparing lessons for the hard to teach, hard to learn concepts. Groups of master teachers will facilitate staff development to use the Working on the Work Framework to evaluate lesson success based on student engagement responses.

- 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;**

The campus uses the state supported PDAS evaluation system, which incorporates multiple observations and professional practice reflective of student engagement and achievement. Our locally designed alternative evaluation systems, DDAS and LEAP, provide professionals who exhibit proficient or better, sustained instructional classroom practices with opportunities to design their own professional plan that allows for future promotion, leadership roles, and career growth. All teachers are provided with 2 additional paid contract days to complete self-directed professional development (with approval from campus principal) focusing on enhancing the current campus goals/objectives.

## **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**

A variety of data will be used to increase individual student achievement. Through the use of INOVA, teachers will be able to identify the type of needs and instructional strategies a student should respond to based on researched measures. Engagement meters, will be designed by the Working on the Work Framework, which will allow for evaluation of instructional strategies. TAKS scores, previous standardized testing, attendance reports, discipline reports, progress reports, teacher grade distribution reports, ACT and SAT scores and AP testing results will also be a direct result of engaging instruction.

### **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.**

Extra planning time provided by additional staff members will provide opportunities for staff members to analyze data, identify individual student needs, incorporate the Response to Intervention process and recommended strategies and design lessons to differentiate instruction. Individual needs of students of 9<sup>th</sup> graders will be met by the use of integrated curriculum designed through smaller learning communities.

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

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

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

The campus will begin the process of investigating and implementing a 'Modified Schedule Day' for students who have barriers such as work schedules or family and childcare needs that impact their ability to attend school on the regular bell schedule, in order to complete coursework to meet graduation requirements. By offering opportunities for extended learning after school, Saturday tutorials/ transportation, and expanding the school's

current evening support program for all students and community members during the grant cycle, student achievement and completion rates will improve.

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

Community Resource Event evaluations, increased parental involvement activities/parent surveys and input from parent organizations/booster clubs within the school will provide the critical factors for which projects and support is designed. Parent and community needs and strengths will provide input for the needs assessment for projects and their on-going adjustments throughout the length of this grant. Operation of a campus health clinic through a local health organization, will provide for a nurse practitioner to diagnose and treat illness/injuries that would normally take students and staff off campus. Support of a campus Parent Liaison and Social Worker to provide student counseling sessions, parent training programs and community outreach events will enhance and expand campus collaboration with families and the local community.

**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;**

Campus administration and campus design team met, collaborated and designed the model for which this grant intended. District staff and one Board member was present but the majority of the plans for this grant was originated at the campus level. The principal has flexibility in the ability to select and hire staff who will implement and drive this grant (additional teachers/counselors/parent liaison/project manager) and will be developing the campus schedule to allow for additional advisory times/tutorials. Selection of vendors/contracted service providers will be left to the campus (following district policy procedures regarding accountability) as well as scheduling and arranging extended opportunities for learning.

Additional staff will be hired to provide time for planning for increased student achievement, which will help reduce the drop out rate, and increase the completion rate. Using the Schlechty model, DHS will develop leaders of leaders within the staff who will look at the school beliefs and needs of student to ensure that staffing, calendars, bell schedules, advisory time, and budgeting is in line with the campus goals of improving student achievement and high school graduation rates. DHS will utilize the Design Team concept of master teachers, curriculum/district coordinator team members and DHS Team 98 (a professional learning community specifically targeting students who are identified as drop outs) during and beyond the grant cycle, to transform the school into a true community of learners.

**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).**

Our grant model has set aside funding for technical assistance and support for both staff and administrators which include face to face training in instructional strategies, a campus snapshot, leadership coaching, the development of a customized performance management system, curriculum alignment and collaboration with other high performing schools within Texas. Trainings will be provided by a variety of sources such as SIRC, outside research-based consultants who support highly effective transformational strategies which will result in learning that is valued by the school system, parents and community.

**The LEA/campus may also implement other strategies within the four components. Describe any other**

**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**

The district will continue to provide additional stipends, sign-on bonuses for certified staff hired in the area of Math, Science and foreign language. The campus will be expanding the Academic Coach model during the grant cycle to provide supplemental support for At-Risk students and teacher direction in core curriculum areas. The Academic Coach model employees master teachers who have proven to be successful in increasing and sustaining academic improvement and graduation rates as well as proven leaders within the school. Academic Coaches receive stipends and extended contracts beyond the school academic year.

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

During the grant cycle, the campus will utilize outside professional sources, SIRC, and the input of staff and administrators to investigate, develop and institute a system for measuring changes in instructional practices resulting from professional development.

**C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.**

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;**

Instructional leaders such as curriculum coordinators and specialists review benchmark, TAKS, and exam data to ensure that the curriculum is being implemented in a manner that is effective. If the data illustrates ineffective results, curriculum will be re-designed.

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

N/A

**C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**

Professional development activities will be designed to focus on 'student engagement' and integration of technology within instruction. The campus will provide only 'best practices' professional development that include differentiated instructional strategies that ensure all students master academic content.

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

N/A

**E. In secondary schools--**

**i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of**

**these programs and course work;**

With the aid of this grant the campus will incorporate research-based practices and creative community approaches such as systematic Advanced Placement and pre-Advanced Placement programs, professional development, partnerships with parent and the community, innovative online connectivity, and counselor training. The expected outcome of this endeavor will increase access to higher achievement and better college and career readiness for all students.

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

In 2009-10, the campus put into place a Freshman Academy and has conducted Summer Freshman Camps for both incoming students and their parents. Plans to evaluate, re-design, and expand these transition programs during the next 3 years are already in progress. The grant will allow for the Freshman Academy Program to incorporate advisory programs for students with teacher teams during Years 2 and 3 of the grant cycle.

**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 campus is already providing and expanding an online credit-recovery program. By implementing smaller learning communities through this grant, a targeted remediation program in basic math and reading will be improved.

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

Through the use of INOVA data and guided INOVA professional development each year of the grant cycle, teachers and administrators will be taught how to read and incorporate indexes from student results on state assessments that will target student future learning needs in order to achieve high standards needed in order to 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 campus partners with locally-funded Communities in School Program that currently focus on 9<sup>th</sup> grade students who are at-risk of failing to complete high school. The school also partners with a local health clinic to provide on-site daily clinical assistance for students and staff. By the addition of a campus parent liaison and social worker, the campus will be able to facilitate more active interaction with state, local and community resources which can provide additional social and emotional support for students and their families.

**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;**

WThe Schlechty model will provide a Working on the Work Model to look at systems within the school to increase student achievement. The 2010-11 school year will be used to build a bell schedule that will allow for an advisory program for 2011-13 on beyond, for all 9<sup>th</sup> grade students. This advisory program will increase realtionships with students by providing time to discuss individual progress, career exploration, good study habits, and relationship building skills with guidance from the learning community.

**C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;**

The campus will contract with Aric Bostic to provide Leadership Camps for a minimum of 400 At-Risk students in order to motivate students from the 'inside out' to help create a vision for their life, a strong belief in their identity as a leader and a purpose behind what they want to achieve, in order to become a successful and productive member of society.

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

N/A

**IV. Provide operational flexibility and sustained support.**

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

N/A

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

N/A



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

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>1</b>	<b>A</b>	Hire staff, purchase computers	07/11	06/13
	<b>B</b>	Add additional planning time /advisory times in school day	07/11	06/13
	<b>C</b>	Curriculum evaluation system development	10/10	06/11
<b>2</b>	<b>A</b>	Custom data analysis system/prof. dev	10/10	06/13
	<b>B</b>	Additional planning time for staff	07/11	06/13
	<b>C</b>	Additional planning time for analysis/prof. dev.	07/11	06/13
<b>3</b>	<b>A</b>	Campus snapshot	10/10	06/11
	<b>B</b>	Leadership coaching/online prof dev./leadership review/teacher-leader prof dev./materials/travel	10/10	06/13
	<b>C</b>	Prof dev./materials/travel/site visits/Model schools conf.	10/10	06/13
<b>4</b>	<b>A</b>	Extra duty-prof./ extended day	10/10	06/13
	<b>B</b>	Materials for instruction	07/11	06/13
	<b>C</b>	Transportation for extended day/Saturday tutorials/Summer sessions	10/10	06/13
<b>5</b>	<b>A</b>	Campus Parent Liaison/travel reimbursement	10/10	06/13
	<b>B</b>	Parent support materials	10/10	06/13
	<b>C</b>	Parent training contracted services/ extra duty pay-parent classes	10/10	06/13
<b>6</b>	<b>A</b>	Campus Social Worker/materials/travel reimbursement	10/10	06/13
	<b>B</b>	Teen leadership program-contracted services	10/10	06/13
	<b>C</b>	Student support materials/ student travel to training (in district)	10/10	06/13
<b>7</b>	<b>A</b>	Substitutes for prof. dev.	10/10	06/13
	<b>B</b>	Professional development	10/10	06/10
	<b>C</b>	Professional development	10/10	06/10

**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.**